

Duval County Public Schools

Richard L. Brown Elementary School



2015-16 School Improvement Plan

Richard L. Brown Elementary School

1535 MILNOR ST, Jacksonville, FL 32206

<http://www.duvalschools.org/rlbrown>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Richard L. Brown Elementary is committed to creating a community of lifelong learners and socially responsible global citizens by developing our hearts and minds.

Provide the school's vision statement

Our goal is to create an excellent academic program in a safe and caring environment for all stakeholders of Richard L. Brown Elementary school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process in which R. L. Brown learns about students' cultures through student surveys and informal conversations with students and parents. Using this information, teachers connect their instruction with students interests, prior knowledge and backgrounds to help the students connect with the content on a individual level. Parental Involvement activities are held monthly at the school to bring the community into the school and make a connection with each family. Frequent communication tools such as a monthly newsletter, website and School Messenger are used to keep parents abreast of school events.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Richard L. Brown Elementary has a PBIS Team in place to analyze discipline and observation data from common areas around the school. The team also participates in the implementation of the school-wide PBIS plan to ensure a positive learning culture. The PBIS team revise school procedures for arrival/dismissal, cafeteria, hallways, bathrooms, and the playground. Behavior expectations are consistent across classrooms and are set through a school-wide behavior plan. Common lesson plans have been created to ensure consistency throughout the school. This behavior plan incorporates positive behavior management and strategies for working with different types of behavior. Teachers, staff and administrators are expected to treat all student with respect and speak in a tone that is appropriate. Greeting students as they enter the building is an expectation to set the tone for learning everyday. All students know if they have an issue, they can come to any adult in the school to communicate their concerns and it will be taken seriously. R. L. Brown also utilizes CHAMPS behavior management system for rituals and routines in the classroom and around the school. This year we are also implementing HERO behavior management software that is aligned with data driven goals. Second Step Violence Prevention curriculum is taught in every grade-level to teach students social and emotional coping strategies.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

R. L. Brown has a school-wide behavior system which common areas, behavior standards and expectations are outlined in detail in the Behavior Expectation Handbook. Within this handbook are

not only expectations for behavior, but also strategies for teachers along with lesson plans for common areas around the school. When a discipline issue arises, teachers are expected to employ intervention strategies to minimize the behavior and encourage students to reflect on their actions. In the event an extreme behavior warrants a referral, the Assistant Principal follows the Duval County Student Code of Conduct to assign the appropriate consequence based on the level of the violation and the occurrence of the violation. The behavior handbook and the DCPS student code of conduct was reviewed with teachers at the start of the year, and ongoing monitoring of expectations is occurring by administration. The school's PBIS Team meets monthly to review and revise school procedures and expectations based on data and observations. These revisions are shared with the faculty and staff to ensure consistency with procedures and aligned expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social and emotional needs of students at R. L. Brown are met through a variety of programs and personnel. The Second Step Violence Prevention curriculum is integrated into instruction on a daily basis. This curriculum is intended to develop social and emotional coping strategies within students, and encourage positive interactions among students. R. L. Brown is also an International Baccalaureate school in which the IB learner profiles and attitudes are a school-wide expectation. These profiles and attitudes are intended to develop the whole-child. All students have access to the school counselor for emotional support. The guidance counselor provides in class guidance services and small group support in the areas of conflict resolution and anger management. Richard L. Brown Elementary is also a full service school. Therefore, students and their families have access to services available in the community.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- * Students' attendance is monitored by the classroom teacher and the school guidance counselor. Once there are 3 unexcused absences, the classroom teacher will call the child's parent/guardian to inquire about the absence. A student with 5 unexcused absences within a calendar month or 10 unexcused absences within a 90-calendar day period shall be referred to the Attendance Intervention Team. A referral will be made to the Truancy Officer if the attendance problem is not resolved.
- * Each student identified with one or more suspensions are paired with a mentor within the school to check-in on a regular basis. We also partner with the Mu Phi Gamma fraternity at Matthew Gilbert Middle School. These mentor students regularly mentor select 5th grade boys. Positive Behavior strategies are integrated into classroom management plans to support positive behaviors daily. School-wide behavior rewards are in place through the following: Student of the Month, monthly pizza party for students scoring the most HERO points, a HERO store, participation in news crew and patrols, positive phone calls, and quarterly behavior recognition.
- * Academic Safety Nets include RTI, and RTI committee, small-group differentiated instruction, extended hour with a focus on reading, full-time Reading and Math Interventionists working with bottom quartile students, two full-time Exceptional Education teachers, support from school counselor, and administration and coaches monitoring data to help guide the differentiated instructional process.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	30	33	29	18	15	135
One or more suspensions	13	4	2	16	5	3	43
Course failure in ELA or Math	4	8	0	14	1	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	38	42	47	39	33	208

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Based on the early warning indicators, R. L. Brown employs a variety of intervention strategies for those students exhibiting two or more indicators. Progress monitoring for these students is ongoing by administration, coaches, and classroom teachers. The results of this ongoing progress monitoring allows the teacher to design Tier II prescriptive small-group instruction based on the needs of the student(s). Additional Tier III support from the Reading and Math interventionists and behavior interventionist allows for additional small-group instructional time to meet the needs of the student(s). The RTI process is ongoing by the classroom teacher as well as the interventionists. R. L. Brown also utilizes blended learning to support learning in reading and math. Achieve 3000 and IReady are integrated into Reading and Math instruction, and serve as another differentiated instructional tool. FBAs and other tools are utilized to identify specific behavior triggers to prescribe an individualized positive behavior modification plan.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To increase parental involvement through activities conducted by our Parent Liaison and nightly events conducted by the teachers. Activities conducted by the Parent Liaison are for all grade at various times, and nightly events are for ALL grade levels. The number of participants have decreased during the past 3 - 5 years, so we have implemented incentives, as to increase our percentage of parent participation. Parents must attend so many events in order to participate in an end of the year drawing in which we will give away a Kindle and an iPad.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Richard L. Brown Elementary builds and sustains partnerships with the local community through various community events and parent workshops. However, we recognize that receiving parental input is imperative to the development of an effective plan. For this reason, the school principal facilitated a parental involvement plan meeting to solicit input from parents regarding desired workshops and times. We also have strong faith based partnerships with First Baptist Church of Jacksonville and Shiloh Church which are located within the community. Through these partnership, R. L. Brown is able to share our mission and vision of excellence and provide students with incentives for meeting desired behavioral and academic expectations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Session Jones, Sabrina	Principal
Jenkins, Jacquelyn	Instructional Coach
Allen, Lindsay	Assistant Principal
Jennings, Terri	Guidance Counselor
Lucas, Daisy	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Richard L. Brown School Leadership Team oversees the creation, implementation and monitoring of the School Improvement Plan. The shared decision making process is facilitated with the SDM team, which meets monthly to review pertinent information and concerns for the school as a whole. SDM representatives are selected by the faculty and staff. The school leadership team meets weekly on Tuesday afternoons to discuss pressing issues in curriculum and instruction, data and to problem-solve through issues. Each member of the leadership team facilitates weekly Professional Learning community/common planning meetings, monitors instruction, and makes adjustments based on observations.

Role & Responsibilities

T. Jennings- Collects and monitors attendance data and Response to Intervention with the support of the Behavior Interventionist.

L. Allen- Collects and monitors discipline data and SIP progress

J. Jenkins- Collects and monitors reading and writing data and plans professional development

D. Lucas- Monitors effectiveness of intervention programs and safety nets

S. Session-Jones- Monitors and analyzes school-wide data, monitors SIP progress, determines professional development needs based on observations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Administration meets with the academic coaches weekly to discuss progress toward SIP strategies and goals, debrief about observations, and the principal directs the focus for administration directed common planning, coaching cycles, and professional development. The Leadership team will meet every Tuesday to discuss progress toward SIP goals, real time data, analyze small groups to ensure student progress and specific individual student needs are being met. The RtI Leadership Team will meet monthly to discuss referrals and safety nets provided for or needed based on student data. The RtI Leadership Team consists of teacher representatives, the school's counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done during PLC's, Vertical Articulation, Focus Walks, and Professional Development trainings held on Early Dismissal days.

Services provided with the use of federal funds ensure that we have smaller classroom sizes, intervention support and additional technology. SAI funds will be used to provide tutoring for our Level II and Level III students. The tutoring teacher will work with children in small groups. It is our aim this year to help our instructors identify and focus on these individuals grades 3, 4, and 5. These children will be selected based on iReady and Achieve 3000 data.

CHAMPS is implemented in every classroom throughout R. L. Brown Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity (PBIS). This program is funded through the county. We will add additional measures to our overall behavior program by implementing the county's bullying policy to prevent bullying. Second Step curriculum is taught at all grade levels in an effort to teach students strategies to reduce violent behaviors. A Positive Behavior Intervention System (PBIS) plan has been developed to further increase a positive school culture for all stakeholders. HERO behavior management software is also used in all classrooms.

Every student at R. L. Brown Elementary has the option of eating breakfast and lunch at no cost. We are a part of the Breakfast in the Classroom and lunch program initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning. We continue to implement BIC. Breakfast is served between 8:30 - 8:45 in KG - 2nd classrooms and 8:15 - 8:30 in the cafeteria for all 3rd - 5th grades, in hopes of more students eating breakfast, especially those students that are tardy to school on a consistent basis.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sabrina Session-Jones	Principal
Tomeka Williams	Parent
Anne Stephens	Parent
Kowana Kaniaru	Business/Community
Jacqelyn Jenkins	Teacher
Clarence Richardson	Business/Community
Cheryle Sawyer-Cobb	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan for the 2014-2015 school year will be evaluated by SAC and adjusted to meet the needs of students with parent and community input. There are several items that are going to be continued, such as differentiated small groups and tracking of data for all students. This year's school improvement plan will focus upon improving the monitoring and use of student data to plan and deliver differentiated instruction, usage of blended learning platforms and execution of the new curriculum.

Development of this school improvement plan

SAC is very pivotal in the development of our school's SIP, as they review all goals, barriers and data that the school has written. It is developed by the faculty and staff. Then, it is taken before SAC for questions, comments and concerns. The plan is then returned to the faculty and staff for editing and final approval.

Preparation of the school's annual budget and plan

SAC reviewed the school's annual budget, along with the goals for the 2015-2016 school year. Through this review, the main goal was to make sure the budget was aligned with the strategies for our goals for the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

At this time, we've projected all funds to be spent on the following: FSA support personnel for small intensive groups and incentives, teacher support materials because of limited school funds, etc. We will determine and vote upon said use of funds during the school year collaboratively.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Session Jones, Sabrina	Principal
Jenkins, Jacquelyn	Instructional Coach
Gooden, Karen	Teacher, K-12
Phillips, Stephanie	Teacher, K-12
Mack, Shawnda	Teacher, K-12
Wood, Scarlett	Teacher, K-12
Johnson, Teara	Teacher, K-12
Thomas, Shandrell	Teacher, K-12
Robinson, Sherri	Teacher, K-12
Perry, Danielle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets monthly to coordinate the Reading and Writing curriculum with related instructional activities. The team plans, coordinates, and corresponds to the faculty about events which support safety nets, literacy goals, and student achievement. The team also reviews school-wide reading data to determine the effectiveness of SIP goals and determine next steps for continuous improvement.

The secretary of the team disperses minutes from the meeting to all administration, faculty and staff.
Major

Responsibilities:

Monitoring implementation of SIP goals

? Interventions based on data

? Reading Celebrations

? Reading/Writing Parent Nights

? Parent Workshops for Parental Involvement Plan

Major Initiatives of the LLT

* Book of the Month

* 25 Book/Million Word Campaign

* Family Learning Night (informational sessions, free book give-away)

* Literacy Week activities culminating in a school-wide book character parade

* * * End-of-Year (25 Book) Million Word Reading Celebration - celebration for all students who have met their reading goals

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In an effort to increase school culture, the school administration has analyzed TNTP results and identified the top priorities for the school year. The results of the TNTP were shared with the faculty during preplanning. Ongoing review of TNTP targets during faculty meetings will be discussed by the school principal. Ongoing strategies for team building are embedded in early dismissal training and culture-building activities for faculty and staff. Teachers are recognized via the weekly newsletter with Bear Hugs and a Teacher of the Month recognition which includes a monetary award. A common planning schedule has been created for four 50 minute planning blocks one of which is directed by the administration in collaboration with the school-based coaches.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to retain the best and the brightest at R. L. Brown, we will do the following: Recruit highly qualified teachers from neighboring schools with student demographics the same as R. L. Brown, the administration and Professional Development Facilitator will conduct monthly MINT meetings with beginning teachers and Novice Teachers (Less than 3 years experience), mentoring new teachers with veteran staff members will be implemented throughout the building, and have beginning teachers attend workshops, as prescribed by their individual professional development plan. We will also have the school and district specialists work intensively with those teachers who need more development than others when it comes to classroom management, content knowledge and pedagogy. A schedule has been developed to support frequent common planning blocks so new teachers can collaborate with their grade level colleagues and academic coaches. R. L. Brown is a Quality Education for All school, which offers incentive for high-performing teachers to transfer to the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

It is our goal to pair our mentees with a mentor teacher who is working on the same grade level in order for them to benefit from the weekly shared planning sessions. Mentees will be paired with the most experienced and highly qualified mentors, and they will meet biweekly to discuss continuous improvement as a Reflective Practitioner. The mentees will observe classroom lessons on varying grade levels, and as part of the reflection process, they will discuss with their mentors the observations and plan for improvement throughout the course of the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Richard L. Brown implements the district selected curriculum with fidelity. The administration monitors implementation through frequent classroom walk visits. The administration and academic coaches ensure alignment by reviewing the curriculum resources, Florida Standards and Item Specifications with teachers during common planning. We unwrap the standards and use the standards to guide the planning of lessons as well as the implementation of the lessons. The district curriculum guides are utilized to guide pacing of instruction and to guide teachers in delivering rigorous lessons. All materials are research-based and designed to correlate with Florida Standards and test item specifications. We also use blended learning platforms to address the foundational skill development.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Richard L. Brown Elementary uses data to differentiate instruction through the use of guided reading, flexible grouping, prescriptive teacher led and independent center activities, and scaffolded core lessons. Our bottom quartile meet in small groups with the reading and math interventionists on a daily basis. During these meetings, instruction is tailored to meet the individual needs of these students. Exceptional Education students are serviced by our ESE teachers on a daily basis to address IEP goals and instructional needs. Classroom teachers use ongoing progress monitoring data to create differentiated center rotations. An additional reading hour has been added to the school day to provide targeted support to students using research based programs such as Barton, blended learning and small group instruction that addresses foundation skill development. The Team Up afterschool program provides additional time for reading instruction by certified teachers. Gifted students are serviced once a week by a teacher that specializes in the gifted curriculum.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 54,000

We have picked various research based reading programs to meet the needs of our students during the extended reading hour. We have grouped our students using data according to their needs. Groups will be re-configured when new data is received from the Achieves 3000, IReady and/or the DAR. During the extended hour block students receive instruction in foundational skills via independent center rotations and teacher led small groups using the following resources: Achieve 3000 articles, practice aligned to DAR/TTS lessons; Duval Reads text/tasks; Independent reading with accountability, FCRR activities, Making Words and Guided Reading.

Strategy Rationale

These strategies are the utilization of research-based materials to differentiate instruction to meet student needs based off of data.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Session Jones, Sabrina, sessions@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will administer the Achieve 3000 level set and iReady Diagnostic to determine students' strengths and needs. We will also use the reports from IReady and Achieves 3000 to monitor progress monthly. The teachers will also collect informal data through anecdotal notes, small group instruction (running records, DAR, fluency probes, etc...).

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A series of diagnostic assessments are given to students entering Pre-K and Kindergarten in order to identify strengths and weaknesses. This data is used to place children appropriately in intensive groups and/or enrichment. The screenings include, but are not limited to, ECHOS, FLKRS, IReady, and teacher-made assessments. Based on screening data, students receive targeted small group instruction to address their individual learning needs. 5th Grade students have the opportunity to visit Matthew Gilbert Middle School during the school year to expose them to middle school routines, curriculum and expectations. During the fourth quarter of the school year teachers will participate in vertical articulation. Each grade level is expected to teach crosswalk standards for the next grade level.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the faculty and administration of Richard L. Brown implement school-wide positive behavior interventions and supports then the learning environment will improve.

- G2.** If students' fundamental and foundational skills in reading and math are improved then they can access and comprehend rigorous tasks and texts.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If the faculty and administration of Richard L. Brown implement school-wide positive behavior interventions and supports then the learning environment will improve. 1a

G071788

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	199.0

Resources Available to Support the Goal 2

-
- HERO Behavior System
- CHAMP's
- New curriculum resources
- New student code conduct

Targeted Barriers to Achieving the Goal 3

- Ineffective classroom management strategies
- High teacher turn-over

Plan to Monitor Progress Toward G1. 8

Analyze and disaggregate monthly referral data.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

School enrollment, survey results, teacher retention will all increase.

G2. If students' fundamental and foundational skills in reading and math are improved then they can access and comprehend rigorous tasks and texts. 1a

G071789

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0

Resources Available to Support the Goal 2

- School Based Academic Coaches
- iReady and Achieve 3000 support staff
- Ongoing Professional Development
- Extended Hour
- Achieve 3000
- I-Ready
- Professional Learning Communities

Targeted Barriers to Achieving the Goal 3

- Time allotted for implementation with fidelity
- Understanding how to analyze iReady and Achieve 3000 program reports
- Using blended learning reports to drive small group instruction

Plan to Monitor Progress Toward G2. 8

Monitor iReady diagnostic and progress monitoring reports and Achieve 3000 Level Sets and monthly adjustment reports

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 9/2/2015 to 6/5/2016

Evidence of Completion

Increase in lexile scores and iReady scale scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If the faculty and administration of Richard L. Brown implement school-wide positive behavior interventions and supports then the learning environment will improve. **1**

 G071788

G1.B1 Ineffective classroom management strategies **2**

 B187148

G1.B1.S1 Ensure all teachers are properly implementing CHAMP's and Hero. **4**

 S198595

Strategy Rationale

Incorporating a school-wide policy will set common positive expectations for all students and teachers.

Action Step 1 **5**

Teachers will receive ongoing feedback on implementation of CHAMP's and Hero

Person Responsible

Lindsay Allen

Schedule

Monthly, from 10/30/2015 to 6/10/2016

Evidence of Completion

On task behavior, Hero reports, discipline incident reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walkthroughs will be conducted to ensure CHAMPs and Hero implementation in all classrooms.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Reduction in student referrals for misbehavior

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor Hero usage reports and CHAMPs implementation and monthly referral data..

Person Responsible

Sabrina Session Jones

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Decrease in student referrals for misbehavior

G1.B2 High teacher turn-over 2

 B187149

G1.B2.S1 Teachers will receive all necessary professional development and resources to better establish a positive teaching experience and success within their classroom. 4

 S198596

Strategy Rationale

The better prepared teachers are, the more likely they are to achieve success and stay.

Action Step 1 5

Have teachers attend professional development training and provide necessary resources.

Person Responsible

Sabrina Session Jones

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Agendas, PDF sign-in logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor through CAST observations

Person Responsible

Sabrina Session Jones

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The CAST rubric and post conference questions will be utilized as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will receive feedback from CAST and Post Conference feedback forms.

Person Responsible

Sabrina Session Jones

Schedule

Quarterly, from 8/24/2015 to 6/10/2016


Evidence of Completion

Teacher turn-over will decrease.

G2. If students' fundamental and foundational skills in reading and math are improved then they can access and comprehend rigorous tasks and texts. 1

 G071789

G2.B1 Time allotted for implementation with fidelity 2

 B187150

G2.B1.S1 Increase the frequency of opportunities for students to use iReady and Achieve 3000. 4

 S198597

Strategy Rationale

Increased usage will lead to increased achievement.

Action Step 1 5

Increase the frequency of opportunities to use iReady and Achieve 3000.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 9/2/2015 to 6/4/2016

Evidence of Completion

Instructional usage reports, admin. observation of center rotations as evidenced in classroom visitation logs, monthly Lexile level increases, increase in iReady scale scores

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor iReady and Achieve 3000 usage reports.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 9/2/2015 to 5/28/2016

Evidence of Completion

iReady usage reports (pass rates, time on task), Achieve 3000 weekly written thought question, completion of 4-8 articles per month

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitoring various student growth reports

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 9/29/2015 to 5/30/2016

Evidence of Completion

Student growth, performance and needs reports, Instructional Grouping Profiles, monthly lexile level adjustment report

G2.B2 Understanding how to analyze iReady and Achieve 3000 program reports 2

 B187151

G2.B2.S1 Teachers will monitor student usage reports weekly. 4

 S198598

Strategy Rationale

To ensure each student is meeting their minimal usage requirements.

Action Step 1 5

Differentiated professional learning opportunities

Person Responsible

Sabrina Session Jones

Schedule

Semiannually, from 9/2/2015 to 5/27/2016

Evidence of Completion

Professional development sign-in logs, teachers using reports, small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor iReady and Achieve 3000 usage and growth reports.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

iReady and Achieve 3000 usage and growth reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students demonstrate growth on progress monitoring report within iReady and monthly Achieve 3000 level set.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Monthly reports (iReady, Achieve 3000)

G2.B3 Using blended learning reports to drive small group instruction 2

 B187152

G2.B3.S1 Teachers will use data to implement daily differentiated centers. 4

 S198599

Strategy Rationale

Differentiated centers will target the learning needs of individual students.

Action Step 1 5

Analyze data to create effective differentiated centers.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 9/8/2015 to 6/5/2016

Evidence of Completion

common planning agendas, Early dismissal agendas, small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor blended learning student usage and growth reports.

Person Responsible

Jacquelyn Jenkins

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Monthly Achieve 3000 lexile level adjustment report, iReady progress monitoring and diagnostic reports, Instructional grouping profiles

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

iReady instructional grouping profile, response to instruction reports, Achieve 3000 level sets and monthly lexile adjustments

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Increased students achievement in reading and math.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will receive ongoing feedback on implementation of CHAMP's and Hero	Allen, Lindsay	10/30/2015	On task behavior, Hero reports, discipline incident reports	6/10/2016 monthly
G1.B2.S1.A1	Have teachers attend professional development training and provide necessary resources.	Session Jones, Sabrina	8/24/2015	Agendas, PDF sign-in logs	6/10/2016 quarterly
G2.B1.S1.A1	Increase the frequency of opportunities to use iReady and Achieve 3000.	Session Jones, Sabrina	9/2/2015	Instructional usage reports, admin. observation of center rotations as evidenced in classroom visitation logs, monthly Lexile level increases, increase in iReady scale scores	6/4/2016 weekly
G2.B2.S1.A1	Differentiated professional learning opportunities	Session Jones, Sabrina	9/2/2015	Professional development sign-in logs, teachers using reports, small group lesson plans	5/27/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Analyze data to create effective differentiated centers.	Session Jones, Sabrina	9/8/2015	common planning agendas, Early dismissal agendas, small group lesson plans	6/5/2016 weekly
G1.MA1	Analyze and disaggregate monthly referral data.	Session Jones, Sabrina	8/31/2015	School enrollment, survey results, teacher retention will all increase.	6/10/2016 monthly
G1.B1.S1.MA1	Monitor Hero usage reports and CHAMPs implementation and monthly referral data..	Session Jones, Sabrina	9/1/2015	Decrease in student referrals for misbehavior	6/10/2016 biweekly
G1.B1.S1.MA1	Classroom walkthroughs will be conducted to ensure CHAMPs and Hero implementation in all classrooms.	Session Jones, Sabrina	10/30/2015	Reduction in student referrals for misbehavior	6/10/2016 weekly
G1.B2.S1.MA1	Teachers will receive feedback from CAST and Post Conference feedback forms.	Session Jones, Sabrina	8/24/2015	Teacher turn-over will decrease.	6/10/2016 quarterly
G1.B2.S1.MA1	Monitor through CAST observations	Session Jones, Sabrina	8/24/2015	The CAST rubric and post conference questions will be utilized as evidence.	6/10/2016 quarterly
G2.MA1	Monitor iReady diagnostic and progress monitoring reports and Achieve 3000 Level Sets and monthly adjustment reports	Session Jones, Sabrina	9/2/2015	Increase in lexile scores and iReady scale scores.	6/5/2016 monthly
G2.B1.S1.MA1	Monitoring various student growth reports	Session Jones, Sabrina	9/29/2015	Student growth, performance and needs reports, Instructional Grouping Profiles, monthly lexile level adjustment report	5/30/2016 monthly
G2.B1.S1.MA1	Monitor iReady and Achieve 3000 usage reports.	Session Jones, Sabrina	9/2/2015	iReady usage reports (pass rates, time on task), Achieve 3000 weekly written thought question, completion of 4-8 articles per month	5/28/2016 weekly
G2.B2.S1.MA1	Students demonstrate growth on progress monitoring report within iReady and monthly Achieve 3000 level set.	Session Jones, Sabrina	10/1/2015	Monthly reports (iReady, Achieve 3000)	6/10/2016 monthly
G2.B2.S1.MA1	Monitor iReady and Achieve 3000 usage and growth reports.	Session Jones, Sabrina	9/1/2015	iReady and Achieve 3000 usage and growth reports	6/10/2016 monthly
G2.B3.S1.MA1	iReady instructional grouping profile, response to instruction reports, Achieve 3000 level sets and monthly lexile adjustments	Session Jones, Sabrina	9/2/2015	Increased students achievement in reading and math.	6/10/2016 weekly
G2.B3.S1.MA1	Monitor blended learning student usage and growth reports.	Jenkins, Jacquelyn	9/1/2015	Monthly Achieve 3000 lexile level adjustment report, iReady progress monitoring and diagnostic reports, Instructional grouping profiles	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If the faculty and administration of Richard L. Brown implement school-wide positive behavior interventions and supports then the learning environment will improve.

G1.B1 Ineffective classroom management strategies

G1.B1.S1 Ensure all teachers are properly implementing CHAMP's and Hero.

PD Opportunity 1

Teachers will receive ongoing feedback on implementation of CHAMP's and Hero

Facilitator

Various

Participants

Teachers, Support Staff

Schedule

Monthly, from 10/30/2015 to 6/10/2016

G1.B2 High teacher turn-over

G1.B2.S1 Teachers will receive all necessary professional development and resources to better establish a positive teaching experience and success within their classroom.

PD Opportunity 1

Have teachers attend professional development training and provide necessary resources.

Facilitator

Various

Participants

Teachers, Support Staff

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

G2. If students' fundamental and foundational skills in reading and math are improved then they can access and comprehend rigorous tasks and texts.

G2.B1 Time allotted for implementation with fidelity

G2.B1.S1 Increase the frequency of opportunities for students to use iReady and Achieve 3000.

PD Opportunity 1

Increase the frequency of opportunities to use iReady and Achieve 3000.

Facilitator

iReady Support Staff, Achieve 3000 Support Staff

Participants

Teachers, administrators, academic coaches

Schedule

Weekly, from 9/2/2015 to 6/4/2016

G2.B2 Understanding how to analyze iReady and Achieve 3000 program reports

G2.B2.S1 Teachers will monitor student usage reports weekly.

PD Opportunity 1

Differentiated professional learning opportunities

Facilitator

iReady and Achieve 3000 support staff

Participants

Teachers, administrators and academic coaches

Schedule

Semiannually, from 9/2/2015 to 5/27/2016

G2.B3 Using blended learning reports to drive small group instruction

G2.B3.S1 Teachers will use data to implement daily differentiated centers.

PD Opportunity 1

Analyze data to create effective differentiated centers.

Facilitator

School-Based coach

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 6/5/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Teachers will receive ongoing feedback on implementation of CHAMP's and Hero	\$0.00
2	G1.B2.S1.A1	Have teachers attend professional development training and provide necessary resources.	\$0.00
3	G2.B1.S1.A1	Increase the frequency of opportunities to use iReady and Achieve 3000.	\$0.00
4	G2.B2.S1.A1	Differentiated professional learning opportunities	\$0.00
5	G2.B3.S1.A1	Analyze data to create effective differentiated centers.	\$0.00
Total:			\$0.00