

Duval County Public Schools

San Jose Elementary School



2015-16 School Improvement Plan

San Jose Elementary School

5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	84%

School Grades History

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

**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
Focus	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

We will empower students to become life-long learners and responsible citizens.

Provide the school's vision statement

All children can learn. No children will be left behind. No exceptions. No excuses.

School Environment

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

San Jose Elementary is a Dual Language Magnet school, as well as an ESOL center. Our school has the largest population of ESOL students in Duval County. San Jose Elementary also qualifies as a Title I school. This diversity provides us with unique opportunities to demonstrate cross cultural relationships between parents, teachers and students.

We utilize our nine paraprofessionals to support the diverse needs of our families. These paraprofessional also speak the three most prominent languages on our campus are Spanish, Burmese and Arabic.

The school builds relationships by holding multiple events for students and their families. The events offer opportunities to develop relationships between teachers and students.

Additionally, teachers build relationships with students using the following methods and activities throughout the school year:

- Develop classroom expectations and guidelines for success with students during the first week of school.
- Conduct student interest surveys and design classroom rewards based on student likes and dislikes.
- Faculty and staff participate in lunch bunch activities with students on an on-going basis.
- Some faculty and staff members mentor specific students based on the students' individual needs.
- Attend students' extra-curricular activities that occur outside of school.
- Identify students' strengths in the area of the Arts and develop programs that allow students to perform their talents.
- The Music teacher developed a school chorus program. The teacher stays after school and conducts rehearsals. Also, the teacher books performances at different community venues throughout the year for students to perform.
- School-wide all adults greet students as they enter school every morning.
- Faculty and staff provide constant verbal praise and encouragement to all students on a daily basis.

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

San Jose Elementary's staff is as diverse as the student population. We have Administrators, teachers, para professionals, resource staff, and a multitude of volunteers that speak the many languages of our students. The students, in turn, feel safe and respected because they know that they can be heard and understood.

The outer areas are secured with gates accessible only by key card holders.

Before school:

Crossing guard/Police presence/Resource Officer

School Monitor/monitors hallways

Para professionals around campus to ensure safe arrival procedure.

During school:

Teachers/Para professionals monitor students in common areas.

Front office staff greet guests and provide visitor passes

After school:

All staff is hands on during dismissal. The students are monitored to various dismissal zones and stay with students until they are dismissed.-

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

San Jose has established a foundations team, the team focuses on school-wide positive behavior strategies and establishes guidelines and methods to ensure systems are in place. All students are taught San Jose's Guidelines and refer to the guidelines on a daily basis. Professional development is scheduled bi-weekly to train and share effective resources.

San Jose provides a positive behavioral intervention system, PBIS, which focuses on proactive responses. Foundations Team members created PBIS a schoolwide matrix and lesson plans to establish rituals and routines for behavior expectations throughout the school. Every classroom utilizes PBIS which allows students the opportunities to receive positive feedback from teachers and chances to make decisions. Students are encouraged to think about their choices and determine alternative solutions to their conflicts. Students receive verbal praise, stickers, additional computer time, free time, lunch bunch, and certificates for demonstrating positive behavior in the classroom and on campus.

Students participated in a PBIS/Code of Conduct Assembly by grade level. Administration led this assembly with the intent of establishing all Behavior expectations across the campus.

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

School staff are trained on the social-emotional needs of all students within our age group and warning signs to look for. School staff is available to assist students in multiple languages. The school counselor is available to provide counseling along with additional referrals, as needed. Support staff includes vocational education teachers and speech therapist. Lutheran Social Services assists with our refugee families. Positive Behavior Intervention Systems are in place. CHAMPS is a proactive behavior management system that all teachers are trained in and implement in the classroom.

Teachers also implement the Second Step in the classroom. This program teaches students to solve problem using positive strategies.

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

Pending arrival of FSA Reading, Writing and Math assessment results for 3rd, 4th and 5th grade students.

We are utilizing district online and paper based assessments as formative results to address student needs.

There are 96 students that scored a level 1 on the state Reading Assessment in 2013-14: 40 - 5th graders, 47 - 4th graders, and 9 - retained 3rd graders. There are 107 students that scored a level 1 on the state Math Assessment in 2013-2014: 46- 5th graders, 58-4th graders, and 3 retained 3rd

graders. That's 24% (96 out of 396) of our total enrollment in 3rd, 4th & 5th in Reading and 27% (107 out of 396) in Math.

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	9	47	40	96

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

Indicator	Grade Level	Total
	3	
Students exhibiting two or more indicators	9	9

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

Students identified by the early warning systems receive multiple interventions to provide safety nets to support their learning deficits. Small group instruction occurs daily in the classroom, in addition to Reading and Math interventionists that pull groups to scaffold their learning. Paraprofessionals will work with students to provide support in native languages and academic deficits. Mentors will be assigned to those exhibiting two or more warning indicators. Data chats will be conducted with these students with classroom teachers and administrators more frequently to guide their journey of improvement.

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?

No

PIP Link

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

Description

PIP submitted to the FLDOE.

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

San Jose develops relationships with local businesses and churches by meeting with the leaders of those businesses and presenting them with a needs assessment of the parents and students within our community. We communicate with the organizations and invite them to become stakeholders at San Jose. Local businesses are invited to our school advisory council meetings and school events. School data is shared with local organizations and business partners during the SAC meetings. The PTA board constantly meets with area businesses and organizations as well. Presently, San Jose has a partnership with Lutheran Social Services.

Citi has developed a relationship with our Dual Language Magnet. Citi provides a vast number of resources and volunteers to our students of the magnet program. San Jose Baptist Church and Lakewood Church provide volunteers to read to students as well as donates school supplies and other materials for students. Lutheran Social Services, LSS partners with our school as a liaison to families and services offered to refugee parents. LSS offers after school tutoring as well. A parent resource room is also available on campus for all parents. There are various resources in the parent resource room to assist parents with academic support for their students at home.

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
Smith, Paula	Principal
Conner, Crystal	Assistant Principal
Keshi, Christina	Instructional Coach
Sproch-Boyd, Tammy	Teacher, K-12
Baez, Arlene	Assistant Principal
Lake, Naomi	Instructional Coach
Curry, Tamisha	Other

Duties

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

The San Jose Elementary School Leadership Team is composed of Teacher Leaders who facilitate PLC teams. They will lead the faculty in a review of the data and, with input from all staff, develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP will then be presented to the School Advisory Council (SAC) for review and recommendation. The Leadership team will then finalize the plan. Our school improvement plan becomes the guiding document for the work of the school and the leadership team regularly revises and updates the plan as the needs of the students change throughout the year. The plan has a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

Paula Smith oversees all aspects of the leadership team and monitors full implementation of all curriculum areas. In addition, Mrs. Smith leads extended hour of school focused on Reading.

Crystal Conner and Naomi Lake lead ELA

Arlene Baez and Christina Keshi lead Math

Jennifer Eavenson and Adrienne Lodico lead RTI

The Leadership Team tiers teacher based on needs of instructional support and develops professional development sessions based on the needs on the teachers.

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 Leadership Team is composed of facilitators from San Jose's Professional Learning Communities (PLC). These Professional Learning Communities and grade level teams carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention), Tier III referrals are made to the MTSS:

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

Title I- Part A Services are provided to ensure students requiring additional remediation receive assistance through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II-District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III- Services are provided through the district for education materials and ELL district services to improve the education of immigrant and English Language Learners.

Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs- The school offers non-violence and anti-drug program for students that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs- Universal Breakfast, Lunch, AND Snack Pk-5th provided for all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tiffanie Graham	Parent
Paula Smith	Principal
Israel Stallings	Business/Community
David Foster	Business/Community
Kimberly Coleman	Parent
Jennifer Eavenson	Teacher
Sulema Mir	Parent
Alina Gonzalez	Education Support Employee
Crystal Conner	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

School Improvement Plans including goals and strategies were shared and approved by the SAC. Instructional Leadership team reviewed prior plan and discussed next steps for each academic area based on most recent school data.

Development of this school improvement plan

SAC assisted in the development of the SIP by helping the school identify priority goals based upon the district online and baseline assessments.

Preparation of the school's annual budget and plan

District budget guidelines are provided based on student enrollment from Spring and Fall FTE in order to allocate for the number of teachers and staff.

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

Math manipulatives, supplies and supplemental materials for new core curriculum, Duval Math - \$3,000

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
Curry, Tamisha	Other
Conner, Crystal	Assistant Principal
JENKINS, ANTOINETTE	Teacher, K-12
Lake, Naomi	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on 3 major initiatives for the 2015-2016 school year. 1.) Increased targeted differentiated instruction with activities, such as, Guided Reading, Blended Learning Programs and Skills specific interventions. Achieve 3000 and I-Ready Reading Data will be used to drive Tier 2 instruction. LLT will utilize school incentive programs and competitions to promote literacy. Students will be recognized for achievements like reach 75% on activities or have double digit growth gains. 2.) Maintain gains within the bottom quartile. 3.) Increasing utilization and understanding of academic vocabulary across the trajectory. Our Blended Learning programs offer a variety of Reading tasks to build capacity in foundational skills such as phonics and word work in the iReady Reading and Imagine Learning programs for our ESOL learners. In addition, the Achieve 3000 program is utilized to build vocabulary and comprehension as students analyze text on grade level.

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

San Jose designed a resource schedule that allows for classroom teachers to have a forty-minute planning period daily. This schedule was developed to ensure that teachers on the same grade levels are off at the same time to allow for common planning time. Intermediate teachers are off with other content specific area teachers to plan vertically. Instructional leaders surveyed the needs of the teachers and developed specific profession development opportunities for the teachers. At the start of the school year each grade level developed specific dates and times to meet and established team norms. At each meeting the District approved common planning tool is used and submitted to the assigned assistant principal for review. Assistant principals participate in grade level meetings bi-weekly. To build and maintain relationships between teachers job embedded professional development structures are used. Grade level and content area teachers have common planning time to plan together weekly. Common Learning Time is utilized to build an adult learning culture with scaffolded supports. A school-wide PBIS is used to recognize and celebrate teachers and staff for their hard work and dedication to student academic success. Positive comments are written on a paw and read aloud on morning show and/or faculty meetings. A positive panda board is used to display the paws for all faculty, staff, students, and parents to see.

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

The school leadership team will review resumes of perspective candidates. All candidates will be interviewed and references checked by the school's leadership team. Once hired, the new hire will be paired with a mentor teacher. Mentor teachers will be assigned to novice teachers and veteran teachers new to San Jose Elementary. All novice teachers will participate in the MINT program as required by the district and state.

All faculty new to San Jose will meet with administration quarterly to assess and respond to the unique needs of personnel and establish a culture of learning norms at San Jose.

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

The mentoring program will follow the Duval County MINT program guidelines. Mentors will regularly meet with their mentees informally and formally to discuss school and district directives, teaching strategies, classroom management and lesson planning. Mentors and mentees are partnered according to the qualifications of the mentor and the needs of the mentee. Mentors are selected based on their ratings of effective and highly effective status. Mentors are previously identified as teacher-leaders and afforded opportunities to lead specific professional development sessions to novice teachers, they are also CET certified. MINT participants are required to complete 4 or more observations, including pre and post conferences with their mentor or administrator, Principal's initial screening observation cycle (formal CAST), novice teacher focus observations, Individual Professional Development Plan, CHAMPS and Ethics classes and the Principal's final summative Observation Cycle (CAST). Mentors and MINT participants will meet formally each month as a group or individually to plan observations and portfolio requirements.

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

All teachers utilize the provided District approved Curriculum Guide and materials which are aligned to Florida's standards. Training is also provided during Teacher Academy for both English/Language Arts and Math. Administration and Instructional coaches collaborate and support teachers through weekly Common Learning Time and individually, in using the Duval Reads and Duval Math, Science and Social Studies curriculum and materials to maximize instructional learning and time.

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

Grade level teams along with Leadership/Instructional Coaches disaggregate the data: by subject, by grade level and by teachers. Data chats are conducted and students are tiered in three groups: Approaching the standard, below the standard, & meeting/ above the standard. Teachers then modify Instruction to address each tier's needs. Coach to Teacher Data Chats are held and Administrative to Teacher Data Chats are held to contribute to the planning of differentiated instruction.

Instruction is modified and supplemented to assist students having difficulty attaining proficiency levels. Language objectives and instruction are implemented daily. Teachers continue to monitor and redirect students' understanding. Teachers conduct targeted small group instruction. Tier I instruction includes core content in addition to small group rotations that include a Teacher-Led and guided Reading group. Tier II instruction includes skills based deficits and with usage of DAR Oral and Silent Reading Assessment. TTS (Target-tiered strategies) and iReady Tools for Instruction are used. Tier III instruction includes support from Interventionists and ESOL paraprofessionals. Teachers have been trained to use GLAD strategies which support language acquisition across content areas. These various strategies involve several techniques to modify and supplement instruction. All students participate in the extended Literacy hour, Panda Power Hour Math and Reading Interventionists push-in to conduct small group instruction to Bottom Quartile students.

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: 33,300

San Jose Elementary will host an extended hour of Reading Instruction for our Panda Power Hour. This hour will focus exclusively on Reading intervention and using blended learning programs. Students will be exposed to differentiated activities: below level, on level, above level students will be targeted. Each class will group students based on data sets. ESOL students are grouped in sheltered classes.

Strategy Rationale

San Jose Elementary was identified as one of the lowest 300 elementary schools in the state based on reading. The curriculum and materials selected for the extended learning hour are aligned to the Florida Standards and materials allowed for differentiation among all groups based on student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Paula, smithp10@duvalschools.org

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

Progress monitoring will be ongoing via teacher created assessments and district and state assessments. Data will be collected and compared to determine improvement/progress of participating students. Final state assessment data will be compared to student data during the summer and overall impact on achievement determined.

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

At San Jose Elementary School we service one Prekindergarten class and eight Kindergarten classrooms: basic, ESE Inclusion, ESOL and Dual Language. Students are assessed upon entering Prekindergarten and Kindergarten within the first 30 days in order to determine individual needs. All students are assessed by the Florida Kindergarten Readiness Screener (FLKRS) in areas of reading, mathematics, scientific inquiry, social studies, physical fitness including movement and music, fine motor skills and visual art. Differentiated Instruction is based on various assessment results. The Kindergarten grade level conducts informal assessments in both Reading and Math which include teacher-made checklists, learning style and student interest inventories, and language and parent surveys. Pre-kindergarten classes visit San Jose to observe Kindergarten classrooms and our Prekindergarten classroom coordinates transition activities with our kindergarten classrooms. During regular Magnet Orientation days, parents with pre-school aged children tour Kindergarten classrooms.

Upcoming WIDA testing and Imagine Learning testing will support efforts to increase language proficiency among or ELL students. The data received from these Language tests will be analyzed and used to develop the language of our ELL students.

In addition, fifth grade students will visit their middle school in the Spring for an orientation and tour.

These multiple visits are based on school feeder patterns and are organized through the school counselor.

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

N/A

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

N/A

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

N/A

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

N/A

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.** To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2) and math content (I-Ready K-5th).

- G2.** To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively.

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2) and math content (I-Ready K-5th). 1a

G071790

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	20.0
Math Achievement District Assessment	45.0

Resources Available to Support the Goal 2

- Barton Reading
- Math and Reading Interventions Support
- ESOL Specialist Support
- Math and Reading I-Ready Toolbox
- Fountas and Pinnel Leveled Literacy Intervention
- Achieve 3000 Blended Learning
- I-Ready Blended Learning
- DAR Analysis and Student Profile
- Math and Reading Instructional Coaching Cycles

Targeted Barriers to Achieving the Goal 3

- Lack of language proficiency across grade levels
- Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction.

Plan to Monitor Progress Toward G1. 8

Reading and Math data will be reviewed monthly to determine student progression of mastery towards the goal through Achieve 3000 and I-Ready Reading and Math Data.

Person Responsible

Paula Smith

Schedule

Monthly, from 10/24/2015 to 6/1/2016

Evidence of Completion

Observation log, documentation from data chats; item analysis of assessments; progress monitor; evidence of student work. Results from identified data (IReady, Achieve 3000)

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively. 1a

G071791

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	35.0
2+ Behavior Referrals	15.0

Resources Available to Support the Goal 2

- PBIS Matrix/Lesson Plans
- CHAMPS
- Focu- system of Referrals/Admin Approval
- Guidance Counselor/RTI
- School wide Student of the Week Reward System
- New Code of Conduct
- Foundations Team
- PBIS Quarterly Assemblies
- Reward of choice for 3rd, 4th and 5th

Targeted Barriers to Achieving the Goal 3

- Consistent implementation of the school wide behavior system with teacher buy-in
- Varying levels of teacher experience with classroom management (ability to manage class)
- Lack of Parent Involvement
-
-

Plan to Monitor Progress Toward G2. 8

District Parent Survey and Behavior Referrals

Person Responsible

Paula Smith

Schedule

Quarterly, from 9/15/2015 to 5/23/2016

Evidence of Completion

Number of referrals and Parent Survey

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2) and math content (I-Ready K-5th). **1**

 G071790

G1.B1 Lack of language proficiency across grade levels **2**

 B187153

G1.B1.S1 Provide research based professional development for teachers of English language learners to effectively implement language acquisition strategies that target low performing English language learners. **4**

 S198600

Strategy Rationale

GLAD, Guided Language Acquisition Design Professional development will be offered by the GLAD Specialists, to address specific language acquisition strategiesIn using these cross curricular and cross cultural strategies, teachers will learn and practice how to promote language rich environments to develop student comprehension.

Action Step 1 **5**

Quarterly data chats with teachers and administrators. Focus will be on identifying a plan for students that are not reading proficiently.

Person Responsible

Arlene Baez

Schedule

Quarterly, from 9/15/2015 to 5/22/2016

Evidence of Completion

Lesson Plans, student work, meeting agendas, PD schedule

Action Step 2 5

Teachers will attend and engage in the GLAD training presented by GLAD facilitators funded by our district ESOL/ELL department.

Person Responsible

Arlene Baez

Schedule

On 10/16/2015

Evidence of Completion

Administration will conduct walk thrus to see the evidence of implemented GLAD strategies in the classroom.

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

Professional development on student work protocol, modeling of lessons and strategies, and classroom walk-throughs.

Person Responsible

Crystal Conner

Schedule

Quarterly, from 9/15/2015 to 5/29/2016

Evidence of Completion

Classroom visit logs, PD meeting agendas, lesson plans, student work

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

Assistant principal will support professional development on student work protocol, modeling of lessons and strategies, and conduct classroom observations.

Person Responsible

Arlene Baez

Schedule

Biweekly, from 10/1/2015 to 5/29/2016


Evidence of Completion

Meeting agenda, observation log and feedback

G1.B2 Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction. 2

 B187154

G1.B2.S1 Providing professional development on various instructional practices(research based) such as guided reading/guided math and blended learning programs to ensure that teachers have the background knowledge necessary to implement highly effective instructional practices. 4

 S198601

Strategy Rationale

Teachers will be exposed to the core curriculum, Tier 2 and Tier 3 appropriate expectations. This will enable teachers to implement core curriculum, Tier 2 and Tier 3 effectively.

Action Step 1 5

Explicit delivery of whole group and small group instruction that will immediately target the needs of all students. Teachers will be conscious of the purposeful delivery of instruction.

Person Responsible

Naomi Lake

Schedule

Weekly, from 9/22/2015 to 5/29/2016

Evidence of Completion

Anecdotal notes from classroom visits, PD meeting agendas

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

Model classrooms will be visited and collaborative discussions will be held.

Person Responsible

Christina Keshi

Schedule

Biweekly, from 9/22/2015 to 5/29/2016

Evidence of Completion

Anecdotal notes from classroom visits, schedule and meeting agendas

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

Assistant principal will conduct classroom observations with a focus on Instructional Shifts.

Person Responsible

Crystal Conner

Schedule

Monthly, from 9/29/2015 to 6/1/2016

Evidence of Completion

Observation logs and feedback


G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively. 1

 G071791

G2.B1 Consistent implementation of the school wide behavior system with teacher buy-in 2

 B187155

G2.B1.S1 Provide professional development on classroom management strategies such as CHAMPS, behavior tracking, PBIS, RTI and positive reward systems to ensure that teachers have the background knowledge necessary to effectively implement classroom management. 4

 S198602

Strategy Rationale

To ensure teacher understanding of how to effectively maintain a positive behavior intervention system

Action Step 1 5

Professional Development on PBIS, RTI, Positive Reward Systems as well as classroom behavior plans. Teachers will develop an understanding of how classroom management directly connects to positive results for student achievement.

Person Responsible

Crystal Conner

Schedule

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

Evidence of Completion

PBIS Lesson Plans, Reduction of Behavior Referrals,

Action Step 2 5

Quarterly PBIS Awards Ceremonies for parents to attend. Students will be rewarded for positive behaviors throughout each quarter. Parents will attend to support the school behavior plan and PBIS

Person Responsible

Crystal Conner

Schedule

Quarterly, from 11/6/2015 to 6/3/2016

Evidence of Completion

Conduct Grades for students, PBIS Awards for students, Award Assemblies Quarterly.

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

Instructional Leadership Teams will monitor and support behavior needs school-wide.

Person Responsible

Crystal Conner

Schedule

Monthly, from 9/18/2015 to 5/29/2016

Evidence of Completion

Student referrals, classroom management

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

Classroom observations by assistant principals and support through common planning

Person Responsible

Arlene Baez

Schedule

Every 2 Months, from 9/28/2015 to 5/27/2016

Evidence of Completion

Observation logs and feedback

G2.B2 Varying levels of teacher experience with classroom management (ability to manage class) 2

 B187156

G2.B2.S1 Common Learning Time to help teachers identify appropriate classroom behavior plans 4

 S198603

Strategy Rationale

Teachers lack of classroom management and loss of instructional time for student misbehaving and others in the classroom.

Action Step 1 5

Classroom Observations and Feedback from Instructional Leadership Team

Person Responsible

Christina Keshi

Schedule

Monthly, from 9/15/2015 to 9/12/2016

Evidence of Completion

Decrease in classroom misbehaviors, increased conduct grades in 4th and 5th grades.

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

Gathering evidence of behavior plan implementation from Instructional Leadership Team

Person Responsible

Crystal Conner

Schedule

Monthly, from 10/1/2015 to 5/23/2016

Evidence of Completion

Observation Logs, Feedback Forms, CLT minutes and agenda

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

Conduct classroom observations and provide feedback and next steps.

Person Responsible

Arlene Baez

Schedule

Monthly, from 10/1/2015 to 5/23/2016

Evidence of Completion

Observation feedback and logs.

G2.B3 Lack of Parent Involvement 2

 B187157

G2.B3.S1 Review of Parent Surveys after Involvement Events 4

 S198604

Strategy Rationale

To receive parent feedback of behavior involvement

Action Step 1 5

Quarterly Behavior Assemblies will be linked to Parent Involvement opportunities. Parents will be asked to attend assemblies that highlight student behavior and conduct.

Person Responsible

Crystal Conner

Schedule

Biweekly, from 9/22/2015 to 6/1/2016

Evidence of Completion

Student behavior, Positive Paws Referrals and Awards for Behavior

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

Monitoring of Parent Surveys

Person Responsible

Crystal Conner

Schedule

Monthly, from 9/15/2015 to 9/11/2016

Evidence of Completion

Feedback from parents

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

Monitoring of Parent Survey

Person Responsible

Paula Smith

Schedule

Quarterly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Parent Survey analysis

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	Quarterly data chats with teachers and administrators. Focus will be on identifying a plan for students that are not reading proficiently.	Baez, Arlene	9/15/2015	Lesson Plans, student work, meeting agendas, PD schedule	5/22/2016 quarterly
G1.B2.S1.A1	Explicit delivery of whole group and small group instruction that will immediately target the needs of all students. Teachers will be conscious of the purposeful delivery of instruction.	Lake, Naomi	9/22/2015	Anecdotal notes from classroom visits, PD meeting agendas	5/29/2016 weekly
G2.B1.S1.A1	Professional Development on PBIS, RTI, Positive Reward Systems as well as classroom behavior plans. Teachers will develop an understanding of how classroom management directly connects to	Conner, Crystal	9/9/2015	PBIS Lesson Plans, Reduction of Behavior Referrals,	5/29/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	positive results for student achievement.				
G2.B2.S1.A1	Classroom Observations and Feedback from Instructional Leadership Team	Keshi, Christina	9/15/2015	Decrease in classroom misbehaviors, increased conduct grades in 4th and 5th grades.	9/12/2016 monthly
G2.B3.S1.A1	Quarterly Behavior Assemblies will be linked to Parent Involvement opportunities. Parents will be asked to attend assemblies that highlight student behavior and conduct.	Conner, Crystal	9/22/2015	Student behavior, Positive Paws Referrals and Awards for Behavior	6/1/2016 biweekly
G1.B1.S1.A2	Teachers will attend and engage in the GLAD training presented by GLAD facilitators funded by our district ESOL/ELL department.	Baez, Arlene	9/28/2015	Administration will conduct walk thrus to see the evidence of implemented GLAD strategies in the classroom.	10/16/2015 one-time
G2.B1.S1.A2	Quarterly PBIS Awards Ceremonies for parents to attend. Students will be rewarded for positive behaviors throughout each quarter. Parents will attend to support the school behavior plan and PBIS	Conner, Crystal	11/6/2015	Conduct Grades for students, PBIS Awards for students, Award Assemblies Quarterly.	6/3/2016 quarterly
G1.MA1	Reading and Math data will be reviewed monthly to determine student progression of mastery towards the goal through Achieve 3000 and I-Ready Reading and Math Data.	Smith, Paula	10/24/2015	Observation log, documentation from data chats; item analysis of assessments; progress monitor; evidence of student work. Results from identified data (IReady, Achieve 3000)	6/1/2016 monthly
G1.B1.S1.MA1	Assistant principal will support professional development on student work protocol, modeling of lessons and strategies, and conduct classroom observations.	Baez, Arlene	10/1/2015	Meeting agenda, observation log and feedback	5/29/2016 biweekly
G1.B1.S1.MA1	Professional development on student work protocol, modeling of lessons and strategies, and classroom walk-throughs.	Conner, Crystal	9/15/2015	Classroom visit logs, PD meeting agendas, lesson plans, student work	5/29/2016 quarterly
G1.B2.S1.MA1	Assistant principal will conduct classroom observations with a focus on Instructional Shifts.	Conner, Crystal	9/29/2015	Observation logs and feedback	6/1/2016 monthly
G1.B2.S1.MA1	Model classrooms will be visited and collaborative discussions will be held.	Keshi, Christina	9/22/2015	Anecdotal notes from classroom visits, schedule and meeting agendas	5/29/2016 biweekly
G2.MA1	District Parent Survey and Behavior Referrals	Smith, Paula	9/15/2015	Number of referrals and Parent Survey	5/23/2016 quarterly
G2.B1.S1.MA1	Classroom observations by assistant principals and support through common planning	Baez, Arlene	9/28/2015	Observation logs and feedback	5/27/2016 every-2-months
G2.B1.S1.MA1	Instructional Leadership Teams will monitor and support behavior needs school-wide.	Conner, Crystal	9/18/2015	Student referrals, classroom management	5/29/2016 monthly
G2.B2.S1.MA1	Conduct classroom observations and provide feedback and next steps.	Baez, Arlene	10/1/2015	Observation feedback and logs.	5/23/2016 monthly
G2.B2.S1.MA1	Gathering evidence of behavior plan implementation from Instructional Leadership Team	Conner, Crystal	10/1/2015	Observation Logs, Feedback Forms, CLT minutes and agenda	5/23/2016 monthly
G2.B3.S1.MA1	Monitoring of Parent Survey	Smith, Paula	9/28/2015	Parent Survey analysis	5/27/2016 quarterly
G2.B3.S1.MA1	Monitoring of Parent Surveys	Conner, Crystal	9/15/2015	Feedback from parents	9/11/2016 monthly

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2) and math content (I-Ready K-5th).

G1.B1 Lack of language proficiency across grade levels

G1.B1.S1 Provide research based professional development for teachers of English language learners to effectively implement language acquisition strategies that target low performing English language learners.

PD Opportunity 1

Quarterly data chats with teachers and administrators. Focus will be on identifying a plan for students that are not reading proficiently.

Facilitator

Arlene Baez, Crystal Conner, Naomi Lake, Christina Keshi

Participants

All teachers K-5.

Schedule

Quarterly, from 9/15/2015 to 5/22/2016

PD Opportunity 2

Teachers will attend and engage in the GLAD training presented by GLAD facilitators funded by our district ESOL/ELL department.

Facilitator

GLAD Facilitators

Participants

San Jose ESOL and targeted ELA and Math teachers.

Schedule

On 10/16/2015

G1.B2 Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction.

G1.B2.S1 Providing professional development on various instructional practices(research based) such as guided reading/guided math and blended learning programs to ensure that teachers have the background knowledge necessary to implement highly effective instructional practices.

PD Opportunity 1

Explicit delivery of whole group and small group instruction that will immediately target the needs of all students. Teachers will be conscious of the purposeful delivery of instruction.

Facilitator

Arlene Baez, Crystal Conner, Naomi Lake, Christina Keshi

Participants

All teachers K-5.

Schedule

Weekly, from 9/22/2015 to 5/29/2016

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively.

G2.B1 Consistent implementation of the school wide behavior system with teacher buy-in

G2.B1.S1 Provide professional development on classroom management strategies such as CHAMPS, behavior tracking, PBIS, RTI and positive reward systems to ensure that teachers have the background knowledge necessary to effectively implement classroom management.

PD Opportunity 1

Professional Development on PBIS, RTI, Positive Reward Systems as well as classroom behavior plans. Teachers will develop an understanding of how classroom management directly connects to positive results for student achievement.

Facilitator

Administrative Team, Principal, Assistant Principals

Participants

All classroom teachers and VE support teachers

Schedule

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

G2.B3 Lack of Parent Involvement

G2.B3.S1 Review of Parent Surveys after Involvement Events

PD Opportunity 1

Quarterly Behavior Assemblies will be linked to Parent Involvement opportunities. Parents will be asked to attend assemblies that highlight student behavior and conduct.

Facilitator

Arlene Baez, Crystal Conner, Paula Smith

Participants

K-5 students

Schedule

Biweekly, from 9/22/2015 to 6/1/2016

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	Quarterly data chats with teachers and administrators. Focus will be on identifying a plan for students that are not reading proficiently.	\$0.00
2	G1.B1.S1.A2	Teachers will attend and engage in the GLAD training presented by GLAD facilitators funded by our district ESOL/ELL department.	\$0.00
3	G1.B2.S1.A1	Explicit delivery of whole group and small group instruction that will immediately target the needs of all students. Teachers will be conscious of the purposeful delivery of instruction.	\$0.00
4	G2.B1.S1.A1	Professional Development on PBIS, RTI, Positive Reward Systems as well as classroom behavior plans. Teachers will develop an understanding of how classroom management directly connects to positive results for student achievement.	\$0.00
5	G2.B1.S1.A2	Quarterly PBIS Awards Ceremonies for parents to attend. Students will be rewarded for positive behaviors throughout each quarter. Parents will attend to support the school behavior plan and PBIS	\$0.00
6	G2.B2.S1.A1	Classroom Observations and Feedback from Instructional Leadership Team	\$0.00
7	G2.B3.S1.A1	Quarterly Behavior Assemblies will be linked to Parent Involvement opportunities. Parents will be asked to attend assemblies that highlight student behavior and conduct.	\$0.00
Total:			\$0.00