



## Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	78%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	79%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	F	D

\*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
Monitoring Only	2	<a href="#">Wayne Green</a>
<b>Former F</b>	<b>Turnaround Status</b>	
Yes		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Mission Statement: To establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

##### Provide the school's vision statement

Vision Statement: To provide educational excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

#### School Environment

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

Jacksonville Heights Elementary serves a community of diverse learners. Out of 596 students for the 2015-16 school year, 38 (6%) are Asian/Native American/Native Hawaiian, 365 (65%) are Black, 80 (14%) are Hispanic, , and 203 (36%) are White. In order to build a cumulative document of teacher, student, and parent communication, all students were issued a P.O.W.E.R Binder in the 2015-16 school year. This binder follows them until 5th grade. This provides the newly assigned teacher each year a running records of parent, teacher, and student communication to build understanding of the child. As a Title 1 school, each parent is to sign, with the teacher and child, a Parent-Teacher Compact during the first conference. This assist with communicating expectations between the home and school. In addition, the school celebrate Hispanic, Black, and Women's history months by planning for at home and in school projects. For the 2015-16 school year, our school will continue to use the Second Steps Behavior Intervention curriculum with identified groups of students. This researched based program provides a platform to discuss social and emotional issues at each developmental age group, K-5. This dedicated time allows for students to open up, problem solve, and form relationships with their peers and students in a positive and productive way.

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

Jacksonville Heights Elementary employs a Security Guard, three Academic Coaches, and two Administrators. These six individuals are strategically placed in high traffic areas in the morning and afternoon to ensure a safe and healthy environment. The Academic Coaches work with teachers in co-teach, modeling, and planning sessions to design lessons that incorporate CHAMPS and managerial expectations to ensure a safe and respected environment. The summer of 2014 the Reading Academic Coaches attended a training called Coaching Classroom Management to provide the tools necessary for working with faculty and staff. To launch the school year, all students attend a Code of Conduct Assembly facilitated by the Principal to review expectations as is it relates to the district and school. Student discipline is carefully documented through the new FOCUS portal. Student data is continuously reviewed for trends in locations, times, days, grade levels, and students. Students with high incidents of misbehavior are placed with Navel Air Station (NAS) mentors that dedicate themselves to two to three days per week for thirty minutes a session using the Second Steps researched based program.



**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**

Jacksonville Heights Elementary utilizes the CHAMPS behavior management system school wide. The Foundations Team created a school wide plan that provides school wide Success Guidelines, Common Area CHAMPS, a Behavior Grade Color Coding System, and explicit expectations for what students should sound and look like during arrival and dismissal and while in the hallways and cafeteria. "Eagle" Guidelines, the schools Mission & Vision, and CHAMPS are visible in all classrooms and strategic common areas. "Eagle" Guidelines are read aloud by students during the morning announcements every morning. Expectations are enforced in a systematic way allowing for reminders, class time outs, time outs in other classrooms, school counselor and administration counseling sessions, and parent-teacher conferencing. An online FOCUS documents all referrals written on students. All teachers have access to the program on their district laptops and administration is alerted through the program as referrals are written. The Leadership Team monitors the referrals written in order for each Leadership Team member to share out with their grade level trends and solutions. The newly revised District Student Code of Conduct explicitly spells out consequences for code of conduct infractions. All faculty and staff were trained on the guidelines during pre-planning. Administration, faculty, and staff will use this document to ensure the system is fair and consistent.

**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**

Jacksonville Heights Elementary is a Full Service School working with the Westside Family Resource Center located at Oak Hill Elementary less than a mile away. All teachers are provided with "Guidance Referrals" to be submitted to the school counselor when such things as tardies, emotional concerns, aggressive behavior, withdrawn behavior, etc are consistently observed. All teachers were trained during the first PLC on how to use the BBCard in Performance Matters to create reports using the Early Warning Indicators data. Parents are notified by the teacher and school counselor regarding observed concerns to offer wrap around services that meet the specific needs of the child. With parent consent, referrals for services are faxed to initiate the intake process. In addition matching students to outside agencies, Jacksonville Heights partners with the Naval Air Station (NAS) for a mentoring program at the school using the Second Steps researched based social and emotional program, Mentors dedicated themselves to working with five to six students at a time for two to three days a week at thirty minutes a session. This is a year long mentoring program. The school guidance counselor also provides for in class guidance lessons, facilitates the Peer Mediation Program, oversees the Monthly Character Traits and Student of the Month activities, and plans for Girls Matter, Poe Faces, and Kash Kids programs.

### 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**

Attendance: Monthly reports are generated for AIT meetings to address truancy issues. Meetings include the teacher, parent, school counselor, and the assigned school truancy officer.  
Suspension: Students with multiple referrals are discussed during monthly Foundation Team Meetings. Using The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans, individual behavior plans are created to share with the classroom teacher. The teacher utilizes one of the suggested plans and student progress is monitored monthly. The Foundations Plan has been updated to include next steps for students consistently earning an F grade. Rtl behavior is to begin

with fidelity in order to make informed decisions on whether or not an FBA should be developed. Course Failure in Language Arts: FOCUS Grade Books is checked mid and end of quarter to generate school wide reports on students earning a D or an F. Students earning a D or an F are cross referenced with students having PMPs in SEAS and the list of students in the Rtl process for reading. Students are also cross referenced looks at ESE and ELL statues. State Assessments: The lowest quartile for reading in each individual class is identified using previous 2013-14 FCAT Data for grade 5, I-Ready Data, CGA, Achieve 3000, FLKRs, and DAR.

**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	11	40	48	35	52	32	218
One or more suspensions	1	2	2	2	1	2	10
Course failure in ELA or Math	7	6	7	1	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	18	18

***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	11	44	56	49	68	58	286

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

Jacksonville Heights Elementary admin trained all teachers on the BBCard on Performance Matters in order to pull data on Early Warning Indicators. During Open House a slide has been added to address the majority attendance issue at the school. Currently 218 out of 566 students have less than 90% attendance rate. In addition a admin and coaches will maintain student data tracking sheets that compile all essential data to cross reference when determining students in need of interventions. Teachers meet every six weeks to work through the collaborative problem solving process with academic coaches in order to best meet the needs of each individual learner. The excel data sheet includes; name, age, years retained, attendance issues, SWD, ELL, & 504 statues, Rtl, and state assessments data. Information is updated during one to one meetings and additional information is added as pertinent to the success of each individual child.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/223910>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Jacksonville Heights has partnered with community businesses, government agencies, and faith based institutes to support and increase achievement. The school has created a Community Outreach Committee that meets the first week of each month. Each grade level has one representative. The team reaches out to the communities to secure student incentives and volunteers for Parental Involvement events, student celebrations, mentoring, classroom support, and campus beautification projects. For faith based and community businesses, Partnership Agreements are signed and the groups are highlighted in school happenings. All stakeholders are invited to PTA, SAC, and school functions, not only to volunteer or support, but to participate and build relationships. Current partnerships include Faith Temple Assembly of God, Order of the Eastern Star, Tunas, Applebees, and Sams Club.

**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
Walsh, Michelle	Principal
Parker, Kanzla	Assistant Principal
Bailey, Kelli	Instructional Coach
Elmore, Yakeisha	Instructional Coach
Payton, Eden	Instructional Coach

**Duties**

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

Below are members of both the school's RtI/MTSS team and School Leadership team. The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Florida Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Jacksonville Heights. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/RtI to inform instruction and make mid-course adjustments as data is analyzed.

Michelle Walsh (Principal) provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding

school-based RtI plans and activities.

Kanzla Parker (Assistant Principal) assists the principal by monitoring the school-based RtI team, monitoring the implementation of intervention support and documentation, and oversees community involvement, testing, and textbooks.

Kelly Bailey and Eden Payton (Academic Reading Coaches) develops, leads, and evaluates the school core content standards/ program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Yakeshia Elmore (Math Coach) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

(School Counselors) designs programs that address academic, career, and personal/social development of every student that includes identification of students who are at-risk for not meeting academic and/or behavioral expectations. Assists classroom teacher in development and documentation of academic and/or behavior interventions. Provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Contacts the behavior interventionist, as needed, for additional support and plan development.

Beverly Gains (School Psychologist) Serves as the expert in assessment and evaluation of students relevant academic, behavioral, and mental health functioning. She develops local norms for academic achievement, such as curriculum based measures of student progress.

Susan Merrett (Social Worker) Serves to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Helps staff understand the familial, cultural, and community components of students' learning and academic success.

Darlene Knight, Elizabeth Murphy, and Yvonee Scott ESE VE Resource Teachers - Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Allison Clark (Speech Language Pathologist) -Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

***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***

Core Resources: School Administration and Academic Coaches thoroughly review district curriculum emails and curriculum guides to ensure adequate distribution of appropriate adopted materials. All bar-coded material is cataloged using the district online inventory system called Destiny. Once scanned, material is distributed accordingly. All faculty and staff communicate material needs to the Textbook Manager, Kanzla Parker (Assistant Principal) on a Textbook Request form available in the

front office common area. Request are addressed daily. Teachers meet weekly in one 45 minute PLC sessions with the academic coaches to provide updates and support on district initiatives. Every 6 weeks grade level teams meet

Rtl Resources: Members of the team meet to support individual classroom teachers in a data chat format every six weeks using data to drive the conversations and problem solving process. Students are identified using a multitude of data sources; qualitative and quantitative. The team's recommendation for Tier I or II responses to interventions are documented using either the MTSS form or a teacher created data collection packet that includes the same monitoring components. Rtl will be documented through using the SEAs platform. Researched based resources are decided upon during data chat meetings and allocated to the teacher immediately through the academic coaches. Monitoring for fidelity occurs weekly through observations by administration, district specialists and school based academic coaches. Student response to the intervention is reviewed at the following data chat meeting set for six weeks from the initial meeting.

Stakeholder Communication: Jacksonville Heights Elementary (JHE) Parent Involvement programs will advise parents of students with disabilities of their rights in their child's education. JHE will provide them with strategies to increase their academic achievement and their social, emotional, and behavioral growth. JHE will inform parents of grades and progress during Individual Education Program (IEP) Reviews, progress reporting, and mid-term reviews.

Parents will be encouraged to be more involved in planning, problem solving, and decision-making. They will also be provided an opportunity to provide input during MRT meetings, parent teacher conferences, SAC, and family connections nights.

Information related to school and parent program activities can be sent home in language friendly format that will encourage support in the education of their children. The website transact.com will be utilized as needed.

Jacksonville Heights administration, teachers, and staff provide education to our students in the following ways: School Counselor provides education for a drug free and safe lifestyle. They will also instruct each grade level on Bullying and what it looks like. Teachers will reinforce these lessons by teach expectations school-wide to prevent Bullying.

Reading and Math Academic Coaches and teachers will provide parents with strategies in Reading, Math, Science, and Writing to help their child during planned family connection events.

Administrators and teachers will meet with parents to communicate the progress of each student during scheduled parent conferences. Conferences will be available on request before or after school. If a parent can't make these times, administration will see that arrangements are made so one can be accomplished.

All parents of students enrolled at Jacksonville Heights Elementary have the right to request information about the qualifications of their child's teachers and paraprofessionals. This information will be provided to them in a timely manner.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Michelle Walsh	Principal
Jon Coad	Business/Community
Monifa Campbell	Teacher
Rebecca Mayes	Parent
Tammie Bryant	Parent
Lois Villareal	Parent
Latoya Bell	Business/Community
Syteria White	Parent
Deborah Gates	Student
Kanzla Parker	Teacher

### 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 SAC will meet on September 24, 2015 to vote in new members and to review the draft school improvement plan (SIP) goals and objectives. At the October SAC meeting, all stakeholders will be provided with the 2015-2016 data and a copy of the 2015-16 SIP. In reviewing the goals met and not met, SAC will discuss possible barriers and strategies to improve achievement in all reported content areas. Input from SAC will be used to finalize the 2015-16 SIP.

*Development of this school improvement plan*

The SAC will be working on ways to support the DCPS goal. SAC will meet during the month of September and October to review the current school grade and data, district initiatives, and collect concerns the council would like to address. The primary focus of SAC will be to assist in the development of educational goals and objectives for the 2015-16 school year. Information collected from SAC will be shared with the school leadership team to incorporate in the development of the School Improvement Plan (SIP). The SIP final draft will be shared with SAC during the October meeting for its final evaluation by the team. SAC will continue to revisit and evaluate the strategies and goals set forth in the SIP throughout the year by analyzing progress monitoring data provided by the school and district. As needed, the council will recommend and help to coordinate various support services to ensure the success of all students.

*Preparation of the school's annual budget and plan*

DCPS follows an allocation model for School Budget. SAC meets to determine the needs of the school in order to best utilize Title 1 funds allocated to the school on an annual basis based on the number of students receiving free or reduced lunch. District required use of funds is shared and parameters for the remaining funds are discussed. As needed, the council recommends the use of the funds based on the needs analysis and recommendations are shared with the school leadership team and Shared Decision Making Teams. All recommendations are taken into final consideration by the principal before final budget meetings with DCPS.

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

School Improvement Funds were allocated to support the school Choice Theme, A Technology Academy. Additional laptop computers and carts were purchased to assist the school in its goal to

have 1:1 devices. This will allow all students the opportunity to utilize the district's web-based programs daily. In addition, funds were utilized to update the school TV Production Studio in order for daily announcements to be broadcasted to all students. All remaining funds were utilized for student incentives as it relates to district and state assessments.

**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*

An informational night was hosted on Thursday, September 3, 2015 to inform parents of the role and responsibility of SAC. The night was advertised via the Weekly Parent Eagle and personal phone calls. 12 stakeholders attended. The September 24th SAC meeting will induct new members and vote on final By Laws. As soon as the new SAC has been inducted, the October meeting agenda will include the review of the SIP.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Walsh, Michelle	Principal
Parker, Kanzla	Assistant Principal
Bailey, Kelli	Instructional Coach
Elmore, Yakeisha	Instructional Coach
Payton, Eden	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

For the 2015-2016 school year, increasing reading proficiency on the new Florida State Assessment, while increasing student learning gains as it relates to the district Curriculum Guide Assessments (Duval Reads), will be the primary focus for students and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of the New Language Arts Florida Standards and the New Florida State Assessment content focus. All 3-5 teachers will continue to be trained on I-Ready and Achieve 3000 Reading Web-based programs and differentiated components. The additional state mandated hour will focus on all students utilized the Achieve 3000 researched based web-based program that is differentiated to each child's individual levels. Teachers, students, and data from the programs will be monitored through classroom observations and reports from the programs. Teachers will also attend and actively participate in one weekly 45 minute grade level PLCs and monthly early dismissal trainings where literacy embedded teaching practices will be discussed and added to weekly lesson plans. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

Unpacking each benchmark of the Florida State Standards and understanding the FSA item specifications will be the primary focus throughout the year in order to align core teaching practices and interventions.

**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**

Jacksonville Heights adheres to the district master schedule which encourages each school's shared decision making team to come to consensus on a common planning time each week. Jacksonville Heights has four 45 minute planning times built into the daily schedule for all K-5 teachers. One of the planning sessions are utilized for common planning with the Academic Coaches as the lead. A representative from each stakeholder group voted on continuing additional half day common planning time every 6 weeks for the 2015-16 school year during the August pre-planning meeting. In addition, one representative from each stakeholder group meets bi-monthly at the School Leadership Meeting where data from their team is shared out. Teams work together to decide on what data they would like to share out; reading, math, behavior, ESE, ELL, etc. Grade levels also meet in one on one meetings every six weeks to review documentation for Rtl and to work with the team on collaborative problem solving to ensure we meet the needs of each individual child.

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

An interview committee consisting of administrators, coaches, and VE resource teachers meet and interview prospective teachers as a team. The team discusses prospective teachers that would prosper in our learning community. After teachers are hired, they are given a grade level mentor teacher and a grade level academic coach.

Beginning teachers will fulfill the requirements of the Teacher Induction Program (MINT) as a support, working with the PDF and district assigned cadre.

Academic Coaches and the PDF will provide on-going support via observations, professional trainings, co-teaching, and modeling. Weekly Professional Learning Communities (PLCs) are facilitated by coaches for all grade levels, K-5, for 45 minutes per week.

In addition, the PDF provides monthly support meetings to progress monitor novice teachers in meeting the requirements of their first year in DCPS.

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

The mentor and mentees meet biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). In addition, the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Karen Rosemond, will observe and work with novice teachers monthly. The support systems described are on-going and documented through mentor / mentee logs.

## **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***

Jacksonville Heights Elementary utilizes Duval Reads, Duval Math, Scott Foresman/ Pearson Science, and Lucy Caulkins Writing as core instructional materials. In addition, DCPS has also provided teachers supplementary materials; novel studies in grades 2-5, Heggerty Phonemic Awareness program in grades K-2, Making Words program for K-2, Lake Shore Reading Manipulatives in K-2, Pearson Math Investigations, EnVisions Math, and access to online curriculum support (I-Ready Tool Box, DAR TSS, Empowering Teachers Lessons).



All Curriculum Guides are available for every grade level that explicitly align all materials to the New Florida State Standards. A Year at a Glance (YAG) is provided within each Curriculum Guide that ensures all standards are covered utilizing district core instructional materials by the end of the school year.

Web-based curriculum items include I-Ready, Gizmos, and Achieve 3000. All programs are aligned to the state standards and all students have access to these programs during the day and weekends.

### **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***

All teachers at Jacksonville Heights have been trained to use the online Data Warehouse Performance Matters, I-Ready, Achieve 3000 which all allow teachers to have real time data to analyze, plan from, and goal set. Data includes, but is not limited to, FCAT, DAR, CGA, i-Ready, Achieve 3000, and District Created Assessments. In addition to performance data, teachers have access to tardy, behavior, and attendance data through the BBCard on Performance Matters. Teachers also have access to the web-based SEAS program to access IEP and PMP information. This platform also documents Rtl intervention data year to year. Based on data profiles in Performance Matters and SEAS, students are identified as bottom quartile and/or Rtl Teir II & II. Teachers meet in grade level data chats every six weeks to evaluate students in Rtl statues. The collaborative problem solving team reviews each students progress to determine continuation or a change in researched based programs. Students identified as needing additional reading support are utilizing either Soar to Success, additional Achieve 3000 or I-ready usage, Barton, Level Literacy Fountas & Pinnell (LLI), or additional Heggerty and/or Making Words. Students identified as needing additional math support are utilizing enVisions intervention lessons, Common Core Ready Lesson, Math Navigator, and/or addition i-Ready math usage.

All teachers with students identified as active ELL and/or SWD, are provided the allowable accommodations to support their success on advanced assessments. Accommodations are documented on each assessment using a sticky label that indicates what the child used.

***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:** 60

All students participate in an additional mandated hour of reading instruction. K- 2 utilize Text Talk vocabulary researched based program and sight word fluency activities, 3rd - 5th utilize Achieve 3000.

### **Strategy Rationale**

May 2015 i-ready reading data indicated that only 36% of all students were on or above grade level. Text Talk and Achieve 3000 all incorporate and explicitly teach using non-fiction while emphasizing vocabulary.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Walsh, Michelle, walshm@duvalschools.org

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

Data will be collected through Text Talk Work Samples and Achieve 3000 online reporting system bi-weekly to be shared during Early Dismissal Leadership meetings and content area PLCs. Student growth towards mastery of grade level standards will be progressed monitored through district Curriculum Guide Assessments.

## **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**

Jacksonville Heights Elementary School has been chosen as a Head Start Pre-K site. Classes started in early December of 2013. This program will prepare neighborhood 4 year olds to transition successfully to Kindergarten. The Pre-K program has adopted a researched based program which aligns with the Florida Pre-K standards and the building blocks for primary reading instruction. In a partnership with the Episcopal Christian Services, the Head Start program encourages families to read with their children to increase their understanding of literacy concepts that prepare them for academic success as they transition into Kindergarten. Pre-K students are given the opportunity to go on field trips to broaden their world experiences. Before students enter Kindergarten, they are assessed using a Head Start approved and standards aligned assessment to show literacy and math readiness.

For outgoing 5th grade students, each year a field trip is planned to visit the feeder pattern middle school. This is scheduled by the school counselor. Parents of 5th grade students are encouraged to attend the School Choice Expo in February each year to make informed decisions on the best placement for their child. School Choice options are also encouraged individually with students that participate in the school's chorus and art clubs and Cathedral Arts Dance program (CAP).

### **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:

#### 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 we increase the amount of time students are asked to strategically read during the instructional day using higher order thinking strategies, then their understanding and ability to read grade level text across curriculum will increase.

## 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 we increase the amount of time students are asked to strategically read during the instructional day using higher order thinking strategies, then their understanding and ability to read grade level text across curriculum will increase. **1a**

G071792

**Targets Supported** **1b**

Indicator	Annual Target
ELA Achievement District Assessment	51.0
Math Achievement District Assessment	51.0
Science Achievement District Assessment	51.0

**Resources Available to Support the Goal** **2**

- School based Coaches
- School Administration
- Common Core Companion: The Standards Decoded (ELA, Math)
- FSA Item Specifications
- I-Ready Reading & Math
- Achieve 3000
- Pearson Science Leveled Readers
- Marilyn Burns, Math Reads Literature Sets

**Targeted Barriers to Achieving the Goal** **3**

- All teachers are implementing a new curriculum, Duval Reads and Duval Math, that has increased text complexity, utilizes new teaching strategies and new academic vocabulary.
- Not all students in 3-5 were consistently logging on and successfully completing a minimum of two Achieve 3000 activities per week that were aligned to the curriculum.
- Spring I-Ready Data indicated students are unable to read and comprehend non-fiction text at the level necessary to be successful on grade level and with the state assessment in reading, math, writing, and science. The data indicated students struggle with vocabulary and reading on grade level.
- Although all teachers participated in the book talk Classroom Instruction that Worked, there was not time for the teachers to use this information to plan together as math/sc and ELA teachers to ensure strategies were being used cross curricular.

**Plan to Monitor Progress Toward G1.** **8**

Student assessment data

**Person Responsible**

Kanzla Parker

**Schedule**

Daily, from 8/17/2015 to 5/30/2016

**Evidence of Completion**

Curriculum Guide Assessments, District and Common Assessments, I-Ready Math Diagnostic data

## 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 we increase the amount of time students are asked to strategically read during the instructional day using higher order thinking strategies, then their understanding and ability to read grade level text across curriculum will increase. 1

G071792

**G1.B1** All teachers are implementing a new curriculum, Duval Reads and Duval Math, that has increased text complexity, utilizes new teaching strategies and new academic vocabulary. 2

B187160

**G1.B1.S1** Teachers will participate in professional development facilitated by school-based coaches and district specialists. This professional development will provide support to teachers on understanding the new standards, shifts, item specifications, and new curriculum text demands. Teachers will also participate in coaching cycles to ensure implementation of new curriculum is being facilitated accurately with fidelity. 4

S198605

### Strategy Rationale

By participating in this professional development, teachers will understand the new curriculum and the implications for daily implementation.

### Action Step 1 5

School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.

#### Person Responsible

Michelle Walsh

#### Schedule

Weekly, from 8/24/2015 to 5/31/2016

#### Evidence of Completion

Increased proficiency and gains on district Curriculum Guide Assessment and Web based diagnostics from Fall, Winter, to Spring. Student work samples within Journals, Common Assessments, and Module Workbooks that meet the expectations in the released items.

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

Administration will conduct classroom observations, pull FOCUS grade portal data on common assessments, and attend weekly Thursday PLCs.

**Person Responsible**

Michelle Walsh

**Schedule**

Daily, from 8/24/2015 to 5/30/2016

***Evidence of Completion***

Administration will take notes and leave teachers with a carbon copy of noticings and next steps. Classroom lessons should reflect a thorough understanding of content pedagogy. Feedback will be provided during weekly PLCs on Thursdays.

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

Analysis of student work; assessments, journals, Module Workbooks, and reports from i-ready, Achieve 3000, and Performance Matters.

**Person Responsible**

Michelle Walsh

**Schedule**

Daily, from 8/24/2015 to 5/30/2016

***Evidence of Completion***

Exit tickets, journals, class assignments, Curriculum Guide Assessments, i-Ready data, Achieve 3000, and Module Workbooks



**G1.B2** Not all students in 3-5 were consistently logging on and successfully completing a minimum of two Achieve 3000 activities per week that were aligned to the curriculum. 2

B187161

**G1.B2.S1** School-based coaches and district specialists will provide professional development on aligning Achieve 3000 articles to the science curriculum, learning best practices on motivation and holding students accountable for successfully completing all steps for each article, and using Achieve 3000 reports to differentiate and goal set in small group instruction. 4

S198606

### Strategy Rationale

With the utilization of the Achieve 3000 reports, teacher will know the individual needs of their students, as well as how to meet those needs. Then they will be able to provide effective instruction and improve student achievement over time.

### Action Step 1 5

School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block and extra hour.

#### Person Responsible

Eden Payton

#### Schedule

Weekly, from 8/17/2015 to 5/30/2016

#### Evidence of Completion

-Students will receive exposure to non-fiction articles adjusted to their reading level. -There will be an increase in lexile levels at each level set testing window. -There will be feedback emailed from the teacher to individual students on their Thought Response Questions.

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

Administration will conduct classroom observations during center rotations and the extra hour. Students will use Achieve 3000 folders to monitor their success by graphing and logging percentages.

#### Person Responsible

Michelle Walsh

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Carbon notes to teachers with noticings and next steps. Completed students Acheive 3000 monitoring sheets. Achieve 3000 Reports.

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

Administration will conduct classroom observations during center rotations and the extra hour.

**Person Responsible**

Michelle Walsh

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Achieve 3000 usage and performance reports, completed Achieve 3000 student monitoring forms,

**G1.B3** Spring I-Ready Data indicated students are unable to read and comprehend non-fiction text at the level necessary to be successful on grade level and with the state assessment in reading, math, writing, and science. The data indicated students struggle with vocabulary and reading on grade level. 2

 B187162

**G1.B3.S1** School-based coaches and district specialists will provide professional development on incorporating literacy text into the math and science instructional blocks. PD will focus on gathering text that aligns to current topics, creating higher order student accountability, and assisting teachers in finding the most effective reading strategies that align with each text. 4

 S198607

**Strategy Rationale**

If all teachers incorporate text weekly into their instructional blocks, then students will have more exposure to reading and have more opportunities to demonstrate an understanding of grade level text through problem solving and writing.

**Action Step 1** 5

School based coaches will provide professional development and modeling to teachers on the effective use of math and science literature in the classroom (during the core, centers, and teacher led groups).

**Person Responsible**

Yakeisha Elmore

**Schedule**

On 5/30/2016

**Evidence of Completion**

Science and math text in the math/sc classrooms, text being used in the center rotations, student accountability sheets, text that is aligned to the topic, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration will conduct classroom observations during the math and science block.

**Person Responsible**

Kanzla Parker

**Schedule**

On 5/30/2016

***Evidence of Completion***

Noticings and next steps provided on carbon paper to the teacher during walk-throughs, lesson plans, student accountability documents

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administration will conduct classroom observations during center rotations and attend Thursday PLCs.

**Person Responsible**

Kanzla Parker

**Schedule**

On 5/30/2016

***Evidence of Completion***

Evidence of teacher feedback in the accountability documents, students assessment results

**G1.B4** Although all teachers participated in the book talk Classroom Instruction that Worked, there was not time for the teachers to use this information to plan together as math/sc and ELA teachers to ensure strategies were being used cross curricular. 2

 B187163

**G1.B4.S1** Teachers will participate in a half day professional development as a team every 6 weeks facilitated by school-based coaches and administration. This professional development will provide the time to collaborate across curriculum and review and analyze the assessments results in order to plan for small group activities. Teachers will incorporate related reading strategies in order to support students in the new text demands of the assessments. 4

 S198608

### Strategy Rationale

If all teachers actively work collaboratively, then all students will benefit from instruction that incorporates strategies being used in all content areas.

### Action Step 1 5

School based coaches and administration will facilitate 2 hour and 45 minutes half day trainings for each grade level to work as teams to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students using related reading strategies.

#### Person Responsible

Michelle Walsh

#### Schedule

On 5/30/2016

#### Evidence of Completion

Lesson plans, walk-throughs, half day training agendas, anchor charts, student work

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will conduct classroom observations the instructional day and the extra hour.

#### Person Responsible

Michelle Walsh

#### Schedule

On 5/30/2016

#### Evidence of Completion

work samples with evidence of reading strategies, lesson plans, anchor charts

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Administration will conduct classroom observations during the instructional day and the extra hour.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Instructional rounding with teachers on the first Thursday of every month, student work samples with evidence of reading strategies, anchor charts

**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	School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.	Walsh, Michelle	8/24/2015	Increased proficiency and gains on district Curriculum Guide Assessment and Web based diagnostics from Fall, Winter, to Spring. Student work samples within Journals, Common Assessments, and Module Workbooks that meet the expectations in the released items.	5/31/2016 weekly
G1.B2.S1.A1	School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block and extra hour.	Payton, Eden	8/17/2015	-Students will receive exposure to non-fiction articles adjusted to their reading level. -There will be an increase in lexile levels at each level set testing window. - There will be feedback emailed from the teacher to individual students on their Thought Response Questions.	5/30/2016 weekly
G1.B3.S1.A1	School based coaches will provide professional development and modeling to teachers on the effective use of math and science literature in the classroom (during the core, centers, and teacher led groups).	Elmore, Yakeisha	8/17/2015	Science and math text in the math/sc classrooms, text being used in the center rotations, student accountability sheets, text that is aligned to the topic, lesson plans	5/30/2016 one-time
G1.B4.S1.A1	School based coaches and administration will facilitate 2 hour and 45 minutes half day trainings for each grade level to work as teams to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State	Walsh, Michelle	8/24/2015	Lesson plans, walk-throughs, half day training agendas, anchor charts, student work	5/30/2016 one-time

**Duval - 2291 - Jacksonville Heights Elementary School - 2015-16 SIP**  
*Jacksonville Heights Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students using related reading strategies.				
G1.MA1	Student assessment data	Parker, Kanzla	8/17/2015	Curriculum Guide Assessments, District and Common Assessments, I-Ready Math Diagnostic data	5/30/2016 daily
G1.B1.S1.MA1	Analysis of student work; assessments, journals, Module Workbooks, and reports from i-ready, Achieve 3000, and Performance Matters.	Walsh, Michelle	8/24/2015	Exit tickets, journals, class assignments, Curriculum Guide Assessments, i-Ready data, Achieve 3000, and Module Workbooks	5/30/2016 daily
G1.B1.S1.MA1	Administration will conduct classroom observations, pull FOCUS grade portal data on common assessments, and attend weekly Thursday PLCs.	Walsh, Michelle	8/24/2015	Administration will take notes and leave teachers with a carbon copy of noticings and next steps. Classroom lessons should reflect a thorough understanding of content pedagogy. Feedback will be provided during weekly PLCs on Thursdays.	5/30/2016 daily
G1.B2.S1.MA1	Administration will conduct classroom observations during center rotations and the extra hour.	Walsh, Michelle	8/18/2014	Achieve 3000 usage and performance reports, completed Achieve 3000 student monitoring forms,	6/5/2015 daily
G1.B2.S1.MA1	Administration will conduct classroom observations during center rotations and the extra hour. Students will use Achieve 3000 folders to monitor their success by graphing and logging percentages.	Walsh, Michelle	8/18/2014	Carbon notes to teachers with noticings and next steps. Completed students Achieve 3000 monitoring sheets. Achieve 3000 Reports.	6/5/2015 daily
G1.B3.S1.MA1	Administration will conduct classroom observations during center rotations and attend Thursday PLCs.	Parker, Kanzla	8/17/2015	Evidence of teacher feedback in the accountability documents, students assessment results	5/30/2016 one-time
G1.B3.S1.MA1	Administration will conduct classroom observations during the math and science block.	Parker, Kanzla	8/17/2015	Noticings and next steps provided on carbon paper to the teacher during walk-throughs, lesson plans, student accountability documents	5/30/2016 one-time
G1.B4.S1.MA1	Administration will conduct classroom observations during the instructional day and the extra hour.		Instructional rounding with teachers on the first Thursday of every month, student work samples with evidence of reading strategies, anchor charts	one-time	
G1.B4.S1.MA1	Administration will conduct classroom observations the instructional day and the extra hour.	Walsh, Michelle	8/17/2015	work samples with evidence of reading strategies, lesson plans, anchor charts	5/30/2016 one-time

## 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 we increase the amount of time students are asked to strategically read during the instructional day using higher order thinking strategies, then their understanding and ability to read grade level text across curriculum will increase.

**G1.B1** All teachers are implementing a new curriculum, Duval Reads and Duval Math, that has increased text complexity, utilizes new teaching strategies and new academic vocabulary.

**G1.B1.S1** Teachers will participate in professional development facilitated by school-based coaches and district specialists. This professional development will provide support to teachers on understanding the new standards, shifts, item specifications, and new curriculum text demands. Teachers will also participate in coaching cycles to ensure implementation of new curriculum is being facilitated accurately with fidelity.

### PD Opportunity 1

School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.

#### Facilitator

Academic Coaches

#### Participants

3rd- 5th grade teachers

#### Schedule

Weekly, from 8/24/2015 to 5/31/2016



**G1.B2** Not all students in 3-5 were consistently logging on and successfully completing a minimum of two Achieve 3000 activities per week that were aligned to the curriculum.

**G1.B2.S1** School-based coaches and district specialists will provide professional development on aligning Achieve 3000 articles to the science curriculum, learning best practices on motivation and holding students accountable for successfully completing all steps for each article, and using Achieve 3000 reports to differentiate and goal set in small group instruction.

### **PD Opportunity 1**

School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block and extra hour.

#### **Facilitator**

Eden Payton

#### **Participants**

3rd-5th grade teachers

#### **Schedule**

Weekly, from 8/17/2015 to 5/30/2016

## Technical Assistance Items

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

### Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.				\$0.00
2	G1.B2.S1.A1	School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block and extra hour.				\$78,294.75
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2291 - Jacksonville Heights Elementary School	Title I Part D (N&D)		\$78,294.75
<i>Notes: 83 Laptops, 3 laptop carts</i>						
3	G1.B3.S1.A1	School based coaches will provide professional development and modeling to teachers on the effective use of math and science literature in the classroom (during the core, centers, and teacher led groups).				\$4,635.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2291 - Jacksonville Heights Elementary School	Title I Part D (N&D)		\$4,635.00
4	G1.B4.S1.A1	School based coaches and administration will facilitate 2 hour and 45 minutes half day trainings for each grade level to work as teams to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students using related reading strategies.				\$0.00
					<b>Total:</b>	<b>\$82,929.75</b>