

Bayview Elementary School



2015-16 School Improvement Plan

Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	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
Not In DA	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

To provide a safe, nurturing environment of mutual respect while inspiring children to achieve their academic potential as life-long learners.

Provide the school's vision statement

To prepare every child with the ability to realize their full potential using talents and strengths, creating life-long learners that are productive citizens.

School Environment

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

Through strong connections to the community, including parents, churches and businesses, we are able to better serve our students. Bayview has a Parent-liaison who provides opportunities and events beyond Orientation and Open House for teachers, parents, students and volunteers to build relationships. Parents were met outside for events such as "Donuts for Dads" and Muffins for Moms". Day and evening sessions include guest speakers such as guidance counselors, academic coaches, and Family Resource Center counselors. To promote literacy, a book give-away is included in all activities. Three faith-based organizations provided weekly food bags, winter coats, and Christmas gifts for needy families. Through all of these activities we were able to build stronger relationships and deeper understanding of students' cultures.

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

Bayview is a small school in a mostly single-family-home neighborhood, with families established here for generations. Extended Day is offered from 7-8 am and 3-6 pm, so there are always adults on duty before and after school hours. When students arrive for opening of school at 8 am, they are greeted by teachers and administrators who know them by name. During dismissal, all teachers and administrators are part of an organized transition to safely deliver students to buses, day-care vans, cars or awaiting parents.

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

All Bayview teachers are trained in and use the CHAMPS behavior plan from previous years and will be embedding it within our newly adopted Whole Brain Teaching (WBT) behavioral system. WBT is a system that uses the child's whole brain in the educational process which alleviates extra time for them to misbehave. Whole brain teaching uses five (5) basic rules: 1. Follow directions quickly, 2. Raise your hand for permission to speak, 3. Raise your hand for permission to leave your seat, 4. Make smart choices, and 5. Keep your dear teacher happy. With following these five simple rules and implementing some other basic components but not limited to "class-yes" to get students attention, "teach-okay" as a sign that students will teach each other concepts, and the "scoreboard" as a way to monitor behavior and provide incentives for when the class is behaving appropriately, it is our goal

that our discipline issues will decrease greatly.

However, in the event that a student must be written on a referral because of their consistent refusal to follow the basic five rules, then the Assistant Principal will review the discipline referrals and take action in accordance with the Elementary Student Code of Conduct.

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

Bayview has a full-time Guidance Counselor who provides classroom instruction to all students on topics such as bullying, communication skills, etc. Bayview students can be referred to the Westside Resource Center for counseling, and if accepted, receive counseling services at school. A night-time Student Option for Success (SOS) program is available for students with chronic behavioral issues. This year a part-time behaviorist will be assigned to Bayview to support students and teachers experiencing severe behavioral issues.

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

Faculty and staff are trained annually on early warning signs of possible behavioral concerns, abuse, bullying, and crises/emergency situations. Chronic behavioral issues are referred to the school counselor, who works with Attendance is monitored by the school counselor, who convenes Attendance Intervention Team (AIT) meetings with parents and students to determine the cause of the absences and create an attendance contract.

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	15	11	19	11	8	11	75
One or more suspensions	0	0	1	1	1	0	3
Course failure in ELA or Math	0	0	3	3	2	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Academic data is monitored on a continuous basis and addressed in class through differentiated instruction to meet the specific needs in the individual student. Reading and math interventionist provide daily Tier III interventions to Level 1 students. Students have access to blended learning, at school and at home, with programmed assignments based on diagnostic results. Parent involvement is encouraged through monthly parent activities designed to assist parents with their children's needs. Incentive programs to promote positive behavior and academic achievement include: most improved

student of the month; weekly high scoring student in reading and math blended learning; weekly highest usage of blended learning; weekly class with highest usage; weekly Lexile growth awards; monthly class awards for 25-book reading campaign. Students attending Extended Day have time daily to work on blended learning programs in math and reading. Students track their own progress through weekly data chats with teachers, coaches, administrators and tutors.

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/190448>.

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

Over the years, Bayview has managed to sustain great partnerships with the community. This partnership has provided support through the securing and utilizing of resources to assist with the student and overall school achievement. The assistant principal has met with all of the current business partners to reestablish partnerships for this school term and was also able to build new partnerships with other companies and organizations in the community. This year, it is our goal to build and sustain partnerships by working closely together to ensure that we brainstorm and execute ways, as a school, to be of assistance to our partners as well as how they can help our school move to the next level.

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
Jordan, Brenda	Principal
Shephard, Tangelia	Guidance Counselor
England, Nicole	Instructional Coach
Miller, Johnnie	Assistant Principal
Pinter, Marissa	Instructional Coach
Johnson, Lorrie	Instructional Coach

Duties

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

Brenda Jordan, Principal: Provides common vision, monitors implementation, and provides professional development opportunities

Johnnie Miller, Jr., Assistant Principal: Assists in the design and implementation of progress monitoring, data collection and analysis, and monitors classroom implementation of best practices

Lorrie Johnson, Reading Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research-based instructional strategies for teachers; facilitates professional development and assists in the monitoring of data

Marissa Pinter, Math Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research based instructional strategies for teachers; facilitates professional development and assists in the monitoring of data

Michelle Worthy, Varying Exceptionalities Teacher: Provides direct intervention services to identified students and tracks student progress, and assists in the monitoring of data

Nicole England, ESE Site coach: Provides direct intervention services to autistic inclusion students, models research based instructional strategies for teachers of students with autism, and assists in the monitoring of data.

Tangela Shephard, School counselor: provides academic, career, college readiness and personal/ social competencies to all k-5 students through DCPS school counseling program.

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 MTSS problem solving process is used throughout the development of the School Improvement Plan. The team reviews multiple current and universal data sources (TNTP, Gallup, school climate survey, FCAT, CGAs, iReady, Achieve 3000) and based on analysis of data, areas in need of improvement are identified. The team develops evidence-based strategies, sets up a monitoring plan, including assessment, monitoring and review timelines. Findings, plans, and monitoring results are shared with School Advisory Council.

Title I funds will pay for one reading interventionist, one Parent/volunteer liaison, and one part time tutor.

All students receive free breakfast and lunch through the CEO program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brenda Jordan	Principal
Eric Hysler	Parent
Christy Davis	Business/Community
Joice Finley	Education Support Employee
Lauren Hysler	Parent
Michelle Demery	Teacher
Cynthia Seymore	Parent
Marolyn Sanford	Parent
Priscilla Morrison	Business/Community
Maria Hernandez	Parent
Thiara Lopez	Parent
Noah Thomas	Business/Community

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

SAC reviewed and approved the final draft of the 2014-15 SIP in September 2014 and January 2015 during the mid-year review.

Development of this school improvement plan

SIP Goals and Problem Solving Worksheet were discussed during Leadership Team meetings and during early release PLC on September 9, 2015 with all members of ELA, Math, Science PLC's participating. The draft SIP was presented to the SAC committee at the September 17, 2015 meeting.

Preparation of the school's annual budget and plan

The SAC committee voted to set aside money to purchase student planners for the 2016-17 school year (approximately \$1100.00).

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

\$1067.73 was used to purchase planners for students.

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
Jordan, Brenda	Principal
Duck, Sheila	Teacher, K-12
Johnson, Lorrie	Instructional Coach
Miller, Johnnie	Assistant Principal
Crumbley, Michelle	Teacher, K-12
Moore, Bethany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

School-wide Literacy Campaign will be launched with a rally which includes an assembly with a Jacksonville Jaguars cheerleader. The literacy theme is "Turn on the lights. Reading makes us bright". Other school-wide Literacy plans include:

- Literacy week kick-off assembly
- Book of the Month
- 25 book campaign
- Character/book parade
- Quarterly reading goals
- End of year celebration

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

Teachers have multiple opportunities for planning and collaboration, including common planning periods every day; vertical team planning once per month; and Professional Learning Community (PLC) planning twice each month. Monthly faculty meetings include food, fun activities and teachers sharing best practices. A faculty retreat was held before pre-planning for the purpose of building a more positive culture. This year we are using the results of the three surveys (FAME, Gallup, TNTP) to identify areas for improvement.

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

Reading, Math and ESE coaches provide modeling and feedback; professional development sessions; and assistance in all academic areas.(Coaches)

Professional development is offered weekly during grade-level meetings; bi-weekly during vertical planning meetings and early release PLCs.(Coaches, AP, Principal). Novice teachers will meet with Principal monthly for professional development opportunities.

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

Bayview Elementary school's teacher mentoring program consists of CET trained teachers who have taken workshops through Duval County and or UNF workshops that assist teachers with building capacity within a building. Each new teacher to Bayview Elementary is assigned a peer mentor. Our novice teachers will be mentored by experienced teachers who we have paired up based on commonalities. The novice teacher will have their mentors acclimate them to the State of Florida professional requirements. New teachers meet with their mentors bi-weekly to work on classroom

management as well as how to use their data to drive instruction. The Instructional coach, District professional development cadre, administrators and our PDF will also work and support the growth of our new teachers. Additionally, we will have district reading, science, coaches who will be assisting us this year with our new district curriculum pedagogy. All of our mentee (novice) teachers and mentors will meet once a month to guide, collaborate, observe and provide feedback to new teachers through the MINT program. We are in the process of setting up model classrooms for ELA and Math for the primary and intermediate grades. We are focused in our mentoring and support of our new teachers. Within our mentoring program we strive to retain and promote a community of learners. We currently have 7 novice teacher and mentors partnered them.

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 Bayview teachers attended a teacher academy during the summer to familiarize themselves with the new reading and math curriculum adopted from Engage NY. DCPS provides Curriculum Guides, Teacher guides, consumable student work books in Reading, Math and Science, aligned with the new curricula, which are aligned with Florida State Standards. Coaches and Lead teachers attend monthly subject area coaches workshops and share information with other teachers at school. Administrators visit classrooms frequently to monitor adherence to the district's 'four pillars of excellence' plan, which includes Engagement, Rigor, Ownership, and Understanding.

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

Teachers use baseline data to identify students falling into three tiers (low, medium, high) achievement levels. Sources of baseline data include Curriculum Guide Assessments; DAR; iReady, and Achieve 3000. During the 'you do' portion of the gradual release lesson model, students are grouped according to need and receive differentiated instruction. Computer programs such as iReady and Achieve 3000 adjust lessons based on student data. Teacher generated work centers and small group are differentiated based on achievement levels.

As the year progresses and more data is available, teachers will prioritize benchmarks according to student needs and incorporate remediation and review into the daily schedule.

A reading interventionist provides Tier III interventions to the lowest 3-5 grade students and a part-time interventionist serves Tier III K-2 students. Reading and Math coaches provide Tier II interventions for third grade.

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: 700

Professional Development is offered during monthly faculty meetings.

Strategy Rationale

Faculty meetings are not used to provide information that can be disseminated through email, memos, etc. It is used for whole-group, collaborative professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

No data has been collected.

Strategy: After School Program

Minutes added to school year: 1,920

After school tutoring

Strategy Rationale

Students in grades 3-5 who are struggling to attain proficiency are invited to participate in an 8-week after school tutoring program, two days per week for two hours each day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

Mid-module and end of Module assessments will be used to determine if tutoring is effective.

Strategy: Extended School Day

Minutes added to school year: 600

Students in the extended day after school program receive assistance with homework and math and reading enrichment in the computer lab using iReady and Achieve 3000 for individualized instruction.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

No data is collected by Extended day teachers. Data from iReady and SuccessMaker is available to homeroom and subject area teachers.

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

Kindergarten teachers emphasize rituals and routines to help with the adjustment from preschool programs. They use FLKRS and teacher made assessment tools to determine readiness for Kindergarten that allows them to group students heterogeneously for whole group, and for small group, based on ability level. They start with number/letter recognition and rhyming skill activities to assess ability levels. Teachers use centers, such as listening, computer, white board, manipulative table, and reading small groups. Parents are encouraged to be active and they are provided an orientation booklet that includes information on classroom rituals and routines, daily schedules, field trips, contact information, and disciplinary guidelines.

Fifth grade students engage in Individual Academic Career Planning. Through this process, students begin to set short and long term goals for middle and high school. The students participate in age-appropriate, developmentally designed activities that assess student interest, aptitudes, and achievements and they are encouraged to modify their educational plans to reflect academic changes along the way. The students participate in guided tours from peers at our feeder middle school. They are able to hear an overview of the middle school day, by speaking with teachers, counselors, administrators, and middle school students. They are exposed to the expectations and consequences of the typical middle school student. Parents and students are invited to participate in information sessions to help them prepare for the middle school entity.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we are strategic in student placement, increase parental involvement, and implement the whole brain teaching model, then student behavioral issues along with the number of referrals written will decrease among all grade levels.
- G2.** If we provide authentic learning tasks, engaging instruction, and utilize data to plan differentiated instruction, then student academic achievement will increase across all grade levels in Reading, Math and Science.

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 are strategic in student placement, increase parental involvement, and implement the whole brain teaching model, then student behavioral issues along with the number of referrals written will decrease among all grade levels. 1a

 G071800

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	281.0

Resources Available to Support the Goal 2

- PBIS Plan Created & Implemented
- Whole Brain Teaching Model
- Behavioral Interventionist
- Assistant Principal
- PBIS/Foundations Team

Targeted Barriers to Achieving the Goal 3

- The number of parents who historically have not been actively involved in their child's education

Plan to Monitor Progress Toward G1. 8

Discipline data will be collected and reviewed on a monthly basis

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

Observational data will be collected during walk-throughs and evaluations, as well as discipline and PTA parental membership and event/volunteer participation data.

G2. If we provide authentic learning tasks, engaging instruction, and utilize data to plan differentiated instruction, then student academic achievement will increase across all grade levels in Reading, Math and Science. 1a

G071801

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District provided Curriculum Guides
- Professional Development opportunities
- Instructional coaches
- Scripted lessons in Duval Reads and Duval Math curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge and experience in using the new curriculum, Duval Reads, and Duval math

Plan to Monitor Progress Toward G2. 8

Blended learning assessments will be administered three times per year

Person Responsible

Brenda Jordan

Schedule

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

Evidence of Completion

Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from District specialists.

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 are strategic in student placement, increase parental involvement, and implement the whole brain teaching model, then student behavioral issues along with the number of referrals written will decrease among all grade levels. **1**

 G071800

G1.B2 The number of parents who historically have not been actively involved in their child's education **2**

 B187182

G1.B2.S1 Build up the capacity of our school's PTA **4**

 S198634

Strategy Rationale

In the past, our school's PTA has been very low with parental memberships which usually carries over to the overall involvement of parents in their child's education

Action Step 1 **5**

PTA Membership Rally

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

Flyers & Sign up sheets for PTA members as well as membership fee receipts

Action Step 2 5

Use Business Partners for incentives for PTA membership

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

Business Partnership and Incentive Logs

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

PTA Board Meetings & Other Events

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

PTA Board Meeting Minutes, sign-in sheets for those meetings and other events

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

Partnership Accountability Log will be used to ensure that business partners are being utilized for parent incentives

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

The accountability logs will be used to ensure that our school's business partners are given opportunity to give towards our parent incentive program each month.

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

Person Responsible

Schedule

Evidence of Completion

G2. If we provide authentic learning tasks, engaging instruction, and utilize data to plan differentiated instruction, then student academic achievement will increase across all grade levels in Reading, Math and Science. 1

 G071801

G2.B2 Teachers have limited knowledge and experience in using the new curriculum, Duval Reads, and Duval math 2

 B187185

G2.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, PLC meetings and vertical team meetings to address strategies to teach new curriculum. 4

 S198638

Strategy Rationale

Teachers will improve their ability to teach through grade level and vertical collaboration.

Action Step 1 5

The Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.

Person Responsible

Lorrie Johnson

Schedule

On 6/10/2016

Evidence of Completion

The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of teachers.

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

Administration will ensure PD opportunities are provided in accordance with the PD calendar and will monitor teacher attendance.

Person Responsible

Brenda Jordan

Schedule

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

Evidence of Completion

Agendas, minutes and sign -in sheets from grade level meetings, vertical team meetings and PLC meetings.

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

Administration will get feedback from teachers and instructional coaches to evaluate the effectiveness of the professional development opportunities.

Person Responsible

Brenda Jordan

Schedule

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

Evidence of Completion

Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.

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.B2.S1.A1	PTA Membership Rally	Miller, Johnnie	8/24/2015	Flyers & Sign up sheets for PTA members as well as membership fee receipts	5/31/2016 daily
G2.B2.S1.A1	The Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.	Johnson, Lorrie	8/24/2015	The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of teachers.	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Use Business Partners for incentives for PTA membership	Miller, Johnnie	8/24/2015	Business Partnership and Incentive Logs	5/31/2016 monthly
G1.MA1	Discipline data will be collected and reviewed on a monthly basis	Miller, Johnnie	8/24/2015	Observational data will be collected during walk-throughs and evaluations, as well as discipline and PTA parental membership and event/volunteer participation data.	6/10/2016 monthly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	PTA Board Meetings & Other Events	Miller, Johnnie	8/24/2015	PTA Board Meeting Minutes, sign-in sheets for those meetings and other events	5/31/2016 monthly
G1.B2.S1.MA2	Partnership Accountability Log will be used to ensure that business partners are being utilized for parent incentives	Miller, Johnnie	8/24/2015	The accountability logs will be used to ensure that our school's business partners are given opportunity to give towards our parent incentive program each month.	5/31/2016 monthly
G2.MA1	Blended learning assessments will be administered three times per year	Jordan, Brenda	8/24/2015	Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from District specialists.	6/10/2016 monthly
G2.B2.S1.MA1	Administration will get feedback from teachers and instructional coaches to evaluate the effectiveness of the professional development opportunities.	Jordan, Brenda	8/24/2015	Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.	6/10/2016 monthly
G2.B2.S1.MA1	Administration will ensure PD opportunities are provided in accordance with the PD calendar and will monitor teacher attendance.	Jordan, Brenda	8/24/2015	Agendas, minutes and sign -in sheets from grade level meetings, vertical team meetings and PLC meetings.	6/10/2016 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.

G2. If we provide authentic learning tasks, engaging instruction, and utilize data to plan differentiated instruction, then student academic achievement will increase across all grade levels in Reading, Math and Science.

G2.B2 Teachers have limited knowledge and experience in using the new curriculum, Duval Reads, and Duval math

G2.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, PLC meetings and vertical team meetings to address strategies to teach new curriculum.

PD Opportunity 1

The Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.

Facilitator

Reading coach, Lorrie Johnson

Participants

All teachers.

Schedule

On 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	PTA Membership Rally	\$0.00
2	G1.B2.S1.A2	Use Business Partners for incentives for PTA membership	\$0.00
3	G2.B2.S1.A1	The Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.	\$0.00
Total:			\$0.00