Twin Lakes Academy Elementary School

2015-16 School Improvement Plan

Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR, Jacksonville, FL 32256

http://www.duvalschools.org/tlae

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

School Grades History

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

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.

Table of Contents

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

Wildcats LEAD: Learn, Excel, Achieve, Dream
At Twin Lakes Academy Elementary we foster a sense of leadership in all of our students. We want out students to focus on becoming lifelong learners and seek to excel in all endeavors which will lead to achieving their dreams.

Provide the school's vision statement

Twin Lakes Academy Elementary is working together to create Leaders for Life!

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students in both informal and formal settings. The informal can consist of talking with students in the cafeteria line, conversations between students, students and staff, incidental events, and working together in groups.
The more formalized settings are through class meetings, beginning of year activities, holidays, connections with reading, the school theme: "Discover the Treasure of Leadership", Grade Level performances, Fifth grade end of year promotion ceremony, Social Studies and Reading lessons.

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

The faculty is trained in CHAMPS and lessons are taught to the students to teach safety and careful use of the Common Areas of the School. Covey's Seven Habits are practices and recited by the students to improve their self-reliance and interactions with others, ultimately becoming "school leaders."
A school-wide safety plan and PBIS plan are developed each year, in-serviced to staff, and then implemented throughout the school to enforce the safety and well-being of the students, faculty/staff, and visitors in the school. Guidance Lessons are given on topics such as developing character, Anti-bullying and conflict resolution to help reduce referrals and promote positive behavior for all of the students.
Every morning the Principal and one Assistant Principal board each school bus and greet the students and bus driver. During that greeting the bus drivers are asked about the drive into school and if there are any issues and/or concerns. Students are welcomed positively by the administrator and invited into the school building to begin their day. The front entrance to the school is monitored, and all visitors must be identified and given stickers before entering any other area of the school. Our Students of Service Program encourages students to help other students, faculty and staff, while enhancing their own self-esteem.

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

The school wide behavioral system consists first of our Ritual and Routines which are introduced and reviewed throughout the school year. These set the tone for the expected behavior in the school. During the morning news our students recite the PAWS "Guidelines for Success" which also impart the expected behavior for each school day. The Student Code of Conduct has a Tiered System of procedures that are to be followed when an infraction of school and district rules are not adhered to. A Color Chart of Behavior is located and followed in every classroom. Safe rules for playground use have also been implemented to limit disciplinary and safety incidents, while promoting consistency of enforcement. The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. When students take ownership of their own learning and are engaged in the process, desired outcomes can be achieved and undesired behaviors minimized.

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

The school-wide behavior managment plan is designed to be an instrument of support and inclusion, rather than removal and isolation, and should enhance the capacity of the system overall. It is clear about the expected behaviors and what success should look like. It is reasonable, consistent, and fair when responding to inappropriate behaviors. It precorrects for anticipated behavior errors, and it respects the uniqueness of each student, each incident, and each set of circustances. The school ensures the social-emotional need of our students through a variety of service. The school counselor meets with teachers, staff, parents, administration, and students to monitor behavioral, emotional, and academic needs of the student body. Bi-monthly RTI and MRT meetings, parent conferences, and communication with outside resources, provide support in the school. Weekly classroom meetings, and a strong relationship with business and community mentors such as Big Brothers/Big Sisters and Deer Meadows Baptist Church, provide a solid support system for our students. Throughout the school year, guidance lessons such as "Speak Up-Be Safe", "Second Step", Peer Mediation, and Anti-Bully/Conflict Resolution instruction, help our students with problem-solving and coping skills. Relationships with the Child Guidance Center, United Way, Crisis Hot Line, and other community resources provide us with additional outside resources when the need arises. Additionally, school field trips, luncheons with family members, and an active PTA and SAC, encourage our students to become productive citizens.

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

1. Attendance below 90 percent, regardless of whether absence is excused or unexcused
2. Excessive tardies to school
3. Two or more discipline referrals
4. One or more suspensions, whether in school or out of school
5. A level 1 or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics
6. Course failure in English Language Arts or Mathematics
7. Teacher monitoring forms (Conduct Incident Reports)

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	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	2	3	4	0	1	0	10
Level 1 on statewide assessment	0	0	0	5	0	0	5
iReady Reading	5	14	20	0	0	0	39
iReady Math	12	25	40	41	39	36	193
Achieve 3000	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	K	3	
Students exhibiting two or more indicators	1	5	6

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

1. Tier II and III Interventions
2. Individual Behavior Plans
3. Mentors
4. After school tutoring
5. Part-time Reading and Math Interventions

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

1. Increase parent attendance at all parent night activities by advertising events via flyers, student planners, school website, and Duval Connect.
2. Schedule PTA Board and SAC meetings during the evening to increase parent participation and attendance.
3. Host district Parent Academy (December 8th)
4. Individual grade level "nights" to inform parents of grade level requirements and generate support.
5. ESOL Parent Night to reach ELL families and share resources.
6. Weekly Duval Connect message to families to share upcoming school events.

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

Twin Lakes Academy Elementary is very fortunate to partner with several local businesses and organizations. Some of these relationships have been ongoing for many years, however each year we also reach out to other businesses that are new to the community and have expressed an interest in supporting our school. Often times, teachers interact with a business or organization that they then refer as a possible partner. We begin each school year with a Business Partner Breakfast to re-establish past relationships and introduce the new potential partners to our school. All Business Partners are recognized throughout the school year on our website and are occasionally highlighted in our school's monthly newsletter.

These partnerships take on many forms with some of the businesses and organizations providing financial donations that are used to purchase equipment, support students in need, finance school activities and events, etc. Other businesses provide us with in-kind donations such as school supplies, food, student and teacher recognition rewards, etc. We also have partnerships with two organizations that provide mentors for approximately 30 of our students. These mentors meet weekly with their students to provide 1-1 interaction and support.

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
Robertson, Denise	Principal
Jones, Melissa	Assistant Principal
Morgan, Hope	Instructional Coach
Smith, Chris	Assistant Principal

Duties

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

Principal Denise Robertson leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Ms. Robertson works with PTA, SAC, Shared Decision Making, and the Accountability Team.

Assistant Principal Chris Smith coordinates attendance meetings and student scheduling, serves as textbook manager, and coordinates teacher and staff duties. He leads discipline and parent relations for grades K-5. Mr. Smith serves on SAC, Shared Decision Making, the SAI, RTi team and Accountability Teams. He coordinates the PBIS goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Assistant Principal Melissa Jones coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for grades K-5. Ms. Jones coordinates SAC and serves on Shared Decision Making, the SAI, RTi team and Accountability Teams. She coordinates the Math SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Hope Morgan - Reading Coach: Provides teacher support for reading to include district initiatives, strategies and activities. Provides reading coaching cycles, model lessons, and trains teachers to use

forms to track data. Overall, the leadership team works together:
1. To facilitate the involvement of the school community in designing and implementing the School Improvement Plan
2. To encourage, support and create opportunities for involvement from parents and the community
3. To coordinate the activities associated with the design and implementation of the School Improvement Plan
4. To report/inform stakeholders about results, success, and challenges

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

• Facilitates the development of the School Improvement Plan
• Monitors, assesses and amends the School Improvement Plan
• Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
• Facilitates decision-making utilizing two-way communication and all available data
• Builds the capacity of the school to address parent and staff concerns
• Builds the capacity of the school to improve in the following areas:
- Curriculum
- School Climate
- Classroom management/discipline
- Two-way communication
- Parent involvement
- Extra-curricular activities
- Consults with the principal and makes recommendations regarding budget
- Staff development
- Instructional materials
- Staff positions
Members of the school-based Leadership Team will meet with the School Advisory Council (SAC), Shared Decision Making Team, and SIP Teams to develop the SY14-15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
* FCAT2.0 Science scores and the lowest 25%
* FSA
*iReady Reading and Math
*Achieve 3000
*AMO of Targeted subgroups
*Strengths and weaknesses of intensive programs
*Mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.
The school-based Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets.
The identified students will be referred to the school-based Leadership Team.
The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support

(supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joe Flask	Parent
Becky Bernard	Parent
Denise Robertson	Principal
Connie Brooks	Education Support Employee
Nicki Howard	Parent
Kelly Perry	Parent
Roshard Howard	Parent
Kirk Landau	Business/Community
Conchessa Reis	Teacher
Natalie Hashey	Parent

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

Last year's school improvement plan is discussed/shared/analyzed during the first meeting of the school year. School data is projected while an in-depth discussion is held to determine if goals were met and what needs to be done differently this school year to address these needs. This information is used to develop the goals for this year's school improvement plan.

Development of this school improvement plan

The second SAC meeting of the school year involved a discussion concerning the previous year's performance on FCAT 2.0 Science, 3rd Grade FSA Reading, and iReady/Achieve 3000. All present

participated in a roundtable brainstorming session to identify: trends, barriers, and general issues/ concerns. This was followed by a session to brainstorm action steps to assist in the development of educational goals and objectives for the School Improvement Plan.

Preparation of the school's annual budget and plan

The school's budget is shared with all SAC members. A discussion is held centered on the needs of the school and how the use of SIP dollars can best meet those needs. A needs assessment from the staff is part of this conversation. Needs are prioritized and placed within the confines of budgeted dollars.

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

Funds available for projects are limited. The funds available will be used for student awards and recognition purposes. The bulk of the funds will be used to match PTA funding for classroom libraries, big books, and e-readers.

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
Morgan, Hope	Instructional Coach
	Teacher, K-12
Underwood, Jodie	Teacher, K-12
Strain, Patricia	Teacher, PreK
Rentz, Nancy	Instructional Media
Freeman, Lani	Teacher, K-12
Harris, Myra	Teacher, K-12
Jewell, Anne	Teacher, K-12
Raynor, Annie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

• Increased silent sustained reading
• Formal vocabulary instruction (K-5)
• School wide K-5 Reading intervention/enrichment time built into master schedule to provide for differentiation in the reading curriculum.
• Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.
* School-wide Celebrate Literacy Week
* Principal's Reading Challenge

• School-wide focus on Targeted AMO subgroups that did not meet their targets in reading through before/after school tutoring.
• Sponsor and facilitate Curriculum Night Activities.

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

1. Team building activities at each faculty meeting.
2. Wellness activities outside of the school day such as the Making Strides for Life and/or the Donna Breast cancer marathon.
3. Collaborative planning built into the master schedule.
4. Fluid Professional Development calendar with training sessions throughout the year
5. Administrators push in to support teachers during common planning time
6. Hospitality team that supports activities for teachers.

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

1. Rigorous ramp up prior to the start of the new school year.
2. Monthly new teacher PD
3. Partnering novice teachers with veteran staff
4. Bi-weekly professional development with our on-site instructional coach.
5. Instructional coach models instructional strategies and parallel teaches with the new hires to provide in-depth, one-on-one professional development in the classroom.
6. Quarterly Continuous Learning Cycles
7. Common Planning with grade level mentor

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

PROFESSIONAL DEVELOPMENT FACILITATOR
The transformation of school sites into communities of learners has been effectively accomplished by having portions of Professional Development become school based. To accomplish this vision, a Professional
Development Facilitator was selected and endorsed by the School Improvement Team. This individual received training from the appropriate areas in Professional Development that prepared her to work with teachers in the Mentoring and Induction of Novice Teachers (MINT) Program and the Master In-service Plan. She serves as that integral liaison between the Professional Development Department and TLAE. The Professional Development Facilitator assumes two major roles in the school. She oversees and assists in the Mentoring and Induction of Novice Teachers (MINT) Program and serves as the school-site in-service liaison. In addition, the PDF assists in coordinating school improvement plans, collaboratively designing professional development opportunities for colleagues based on identified school improvement objectives, and functions as a conduit of information on professional development opportunities.
TEACHER INDUCTION PROGRAM
The purpose of the Mentoring and Induction of Novice Teachers (MINT) Program is to provide a supportive, structured program that assists in teacher retention and fosters growth and commitment to excellence in teaching.
SELECTION CRITERIA FOR MENTOR
1. The mentor has a minimum of three (3) years experience.
2. The mentor is a highly skilled classroom teacher with high expectations for students.

3. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.
4. Whenever possible, the mentor is at the same grade level/subject as the new teacher.
5. The mentor has been trained in Clinical Educator Training (CET) and the formative process of the Florida Performance Measurement System.
6. The mentor's classroom is located near the new teacher's classroom whenever possible.
At TLAE, the mentor meets with the new teacher weekly at scheduled times during the first semester. Following the first semester, they meet no less than once a month for the remainder of the school year. The mentor also attends the Mentoring and Induction of Novice Teachers (MINT) Program and mentor meetings. They observe the new teacher using the Collaborative Assessment for Teachers (CAST) Program and/or CET instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support.
Another role that the mentor has is to work with the new teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, set up and management of the classroom, and plan for instruction and assessment. They visit the new teacher's classroom for the purpose of providing assistance, they maintain a log of all meetings with the new teacher, assist in the development of the new teacher's Action Plan, and advise the principal on the teacher's progress and assist in implementing the principal's requests.

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

Teachers plan instruction focused on the Florida Standards. Standards are unpacked through teacher collaborative planning with a focus on the rigor and performance requirements of the standards. These standards, along with the vocabulary of the standards are unpacked with students. Teachers study the test specifications to create an understanding of how students will be assessed.
District learning schedules provide continuity throughout the district and a calendar for teaching concepts, strategies and skills. The district provides the coordination of resources and materials for instruction.
1. Use of DCPS Curriculum Guides and Modules
2. Use of FL Standards
3. Use of FL Test Item Specifications
4. Unpacking of standards aligned to resources
5. District coordinates materials for use at the school level

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

1. Each teacher uses data to determine if students have mastered the standard.
2. Each teacher uses data to group students into centers that are designed to improve student achievement in targeted areas.
3. Data is used to identify bottom quartiles.
4. Monthly Data Chats to analyze formative assessments and determine instructional next steps
5. Data Room established to track student progress- iReady Reading/Math and Achieve 3000
District assessment are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, running records and formative

assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed.

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: 900

Our objective, in relation to our School Improvement Plan, is to increase the achievement level for 4th and 5th grade students in Math in the following subgroups: White, Black/African American, Hispanic, and Economically Disadvantaged. These students did not meet the AMO requirements for their subgroups on the 2014 Florida Comprehensive Achievement Test 2.0 Math test. In addition, these students have been identified as scoring Levels 1 and 2 in both reading and math and are currently on an individual Progress Monitoring Plans (PMPs). These students will receive additional core academic instruction by certified teachers, during Extended Day. The instruction includes small group instruction, one-on-one instruction, and use of approved computer sites such as i-Ready, Achieve 3000, Gizmos, Math Fact Cafe, and Xtra Math.

Strategy Rationale

Increase the amount of time students receive instruction outside of the core instructional day and provide more individualized support.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mauger, Michelle, maugerm@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 the use of:
1. Formative assessments
2. Portfolio assessment to analyze growth over time
3. Monitor student progress and keep ongoing communication with classroom teachers and parents.
4. Chart individual academic growth in skill areas and address those still needing remediation
5. Reports from i-Ready, Achieve 3000, Gizmos, math Fact Cafe, and Xtra Math.

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

Our school has one Pre-K unit. This unit services four year olds in our community that will transition into our kindergarten the following fall.
Kindergarten registration April-August. During registration process, parents are given information

about the basic skills that students should be able to perform (i.e., tying shoes, dressing themselves). Students are provided with a gift bag containing crayons, scissors, and activity sheets. Parents and students are then given a tour of the school building with an emphasis on the kindergarten wing. Kindergarten parents and students have their own extended Orientation day separate and apart from grades 1-5.

5th graders work with guidance counselor to transition to middle school setting. Students attend assemblies focused on careers and end their transition time visiting the middle school for an orientation and tour.

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 teachers increase the use of rigorous, data driven differentiated tiered instruction aligned to the standards every day in every classroom, then student achievement will increase.

G2.   If parent attendance at family engagement events increase then student achievement 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 teachers increase the use of rigorous, data driven differentiated tiered instruction aligned to the standards every day in every classroom, then student achievement will increase. 1a

🔑 G071839

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	85.0

Resources Available to Support the Goal 2

- District specialists
- School-based Reading Coach
- District Curriculum Guides, Modules, and assessments
- Program Materials
- District lesson plan template
- Data Chats
- Collaborative Planning
- Teacher Academy materials

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation of instruction

Plan to Monitor Progress Toward G1. 8

Data Chats and Collaborative Lesson Planning sessions

Person Responsible
Denise Robertson

Schedule
Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion
Teacher Lesson Plans Classroom Observations CLC Agendas and Action Plans Data Chat Feedback Documentation

G2. If parent attendance at family engagement events increase then student achievement will increase. [1a]

🔍 G071840

Targets Supported [1b]

Indicator	Annual Target
5Es Score: Parent Involvement	400.0
District Parent Survey	50.0

Resources Available to Support the Goal [2]

- Guidance counselor

- Business Partnerships

- Content Areas SIP Teams

- Content Areas SIP Teams

- Positive Behavior Interventions and Supports Plan

Targeted Barriers to Achieving the Goal [3]

- Other extra-curricular activities outside of school

- The availability of parent resources

Plan to Monitor Progress Toward G2. [8]

Parent Survey

Person Responsible
Melissa Jones

Schedule
On 4/29/2016

Evidence of Completion
Feedback from parent survey

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If teachers increase the use of rigorous, data driven differentiated tiered instruction aligned to the standards every day in every classroom, then student achievement will increase. `1`

🔑 G071839

G1.B6 Lack of differentiation of instruction `2`

🔑 B187277

G1.B6.S1 Engage K-2 struggling readers in ongoing data-driven support `4`

🔑 S198749

Strategy Rationale

Strengthen K-2 students' foundational reading skills prior to entering the intermediate grades.

Action Step 1 `5`

Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.

Person Responsible

Hope Morgan

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Action Step 2 `5`

Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.

> **Person Responsible**
>
> Denise Robertson
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/3/2016
>
> ***Evidence of Completion***
>
> Lesson Plans Classroom observations Teacher Data Notebooks

Action Step 3 `5`

Engage students in daily small group center rotations that are purposeful and driven by data.

> **Person Responsible**
>
> Denise Robertson
>
> **Schedule**
>
> Weekly, from 8/24/2015 to 6/3/2016
>
> ***Evidence of Completion***
>
> Classroom observation with walkthrough rubric Lesson plans (centers and rotations) Teacher Data Notebook

Action Step 4 `5`

Engage all teachers in Data Chats during Collaborative Planning to analyze data and plan differentiated instruction.

> **Person Responsible**
>
> Denise Robertson
>
> **Schedule**
>
> Monthly, from 8/31/2015 to 6/3/2016
>
> ***Evidence of Completion***
>
> EQUIP Protocol Differentiated Lesson Plans and feedback iReady and Achieve 3000 data Collaborative Planning Agendas Collaborative Planning Action Plan

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Weekly Walk-throughs utilizing rubric of district's Look Fors

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Differentiated Teacher Lesson Plans Classroom Observations Rubric Anecdotal Notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Daily small group instruction in all K-5 Language Arts Classes

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Differentiated Teacher Lesson Plans Classroom Observations with walk-through rubric of district's Look fors Anecdotal Notes Teacher feedback Annotated Visitation Log

G1.B6.S2 Utilize Skills Block, Gradual Release of Responsibility Model, Close Reading Process, and Literacy-based Center Rotations when planning and delivering instruction for grade appropriate reading strategies. 4

Strategy Rationale

S198750

To focus instruction at every grade level through the use of Best Practices

Action Step 1 5

Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.

Person Responsible

Hope Morgan

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans Classroom Observations Reading Coach Log Feedback: Next Steps and/or Action Plan

Action Step 2 5

Ensure that Kindergarten-2nd grade teachers explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.

Person Responsible

Hope Morgan

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans Classroom Observations

Action Step 3 `5`

Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.

Person Responsible

Denise Robertson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B6.S2 `6`

Weekly collaborative planning sessions with all Language Arts teachers on a grade level

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans Classroom Observations Agendas and Minutes from each grade level planning session

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

Walk-throughs, Informal, and Formal classroom observations

Person Responsible

Denise Robertson

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans Classroom Observations Rubrics and Anecdotal notes Post-Observation Conference notes

G2. If parent attendance at family engagement events increase then student achievement will increase. [1]

🔧 G071840

G2.B1 Other extra-curricular activities outside of school [2]

🔧 B187278

G2.B1.S1 Involve students in academic as well as arts activities. [4]

🔧 S198751

Strategy Rationale

To create a well-rounded student body.

Action Step 1 [5]

Change academic nights focus to include students in presentation

Person Responsible

Denise Robertson

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Agenda/programs Sign in sheets from events

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

Collaboration of teachers and PTA to create a calendar of community events

Person Responsible

Denise Robertson

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Agendas and/or programs Sign in sheets from events Minutes from collaboration meetings

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

Feedback from parent surveys, sign-in sheets and attendance records

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Feedback from parent surveys, sign-in sheets and attendance records Gallup Survey
Climate Survey

G2.B2 The availability of parent resources `2`

🔑 B187279

G2.B2.S1 Maintain an on-site parent resource center `4`

🔑 S198752

Strategy Rationale

To allow all parents access to online resources and increase connectivity between school and
home.

Action Step 1 `5`

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

On-site parent resource center

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

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Feedback from parent survey Sign in logs in resource center

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

On-site parent resource center

Person Responsible

Melissa Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Feedback from parent survey

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.B6.S1.A1	Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.	Morgan, Hope	8/24/2015	Teacher Lesson Plans Classroom Observations	6/3/2016 biweekly
G1.B6.S2.A1	Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.	Morgan, Hope	8/31/2015	Teacher Lesson Plans Classroom Observations Reading Coach Log Feedback: Next Steps and/or Action Plan	6/3/2016 weekly
G2.B1.S1.A1	Change academic nights focus to include students in presentation	Robertson, Denise	8/31/2015	Agenda/programs Sign in sheets from events	6/3/2016 monthly
G2.B2.S1.A1	On-site parent resource center	Jones, Melissa	8/24/2015	On-site parent resource center	6/3/2016 monthly
G1.B6.S1.A2	Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.	Robertson, Denise	8/24/2015	Lesson Plans Classroom observations Teacher Data Notebooks	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S2.A2	Ensure that Kindergarten-2nd grade teachers explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.	Morgan, Hope	8/24/2015	Lesson Plans Classroom Observations	6/3/2016 weekly
G1.B6.S1.A3	Engage students in daily small group center rotations that are purposeful and driven by data.	Robertson, Denise	8/24/2015	Classroom observation with walkthrough rubric Lesson plans (centers and rotations) Teacher Data Notebook	6/3/2016 weekly
G1.B6.S2.A3	Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.	Robertson, Denise	8/24/2015	Lesson Plans Classroom Observations	6/3/2016 daily
G1.B6.S1.A4	Engage all teachers in Data Chats during Collaborative Planning to analyze data and plan differentiated instruction.	Robertson, Denise	8/31/2015	EQUIP Protocol Differentiated Lesson Plans and feedback iReady and Achieve 3000 data Collaborative Planning Agendas Collaborative Planning Action Plan	6/3/2016 monthly
G1.MA1	Data Chats and Collaborative Lesson Planning sessions	Robertson, Denise	8/31/2015	Teacher Lesson Plans Classroom Observations CLC Agendas and Action Plans Data Chat Feedback Documentation	6/3/2016 biweekly
G1.B6.S1.MA1	Daily small group instruction in all K-5 Language Arts Classes	Robertson, Denise	8/31/2015	Differentiated Teacher Lesson Plans Classroom Observations with walk-through rubric of district's Look fors Anecdotal Notes Teacher feedback Annotated Visitation Log	6/3/2016 weekly
G1.B6.S1.MA1	Weekly Walk-throughs utilizing rubric of district's Look Fors	Robertson, Denise	8/31/2015	Differentiated Teacher Lesson Plans Classroom Observations Rubric Anecdotal Notes	6/3/2016 weekly
G1.B6.S2.MA1	Walk-throughs, Informal, and Formal classroom observations	Robertson, Denise	9/1/2015	Teacher Lesson Plans Classroom Observations Rubrics and Anecdotal notes Post-Observation Conference notes	6/3/2016 weekly
G1.B6.S2.MA1	Weekly collaborative planning sessions with all Language Arts teachers on a grade level	Robertson, Denise	8/31/2015	Teacher Lesson Plans Classroom Observations Agendas and Minutes from each grade level planning session	6/3/2016 weekly
G2.MA1	Parent Survey	Jones, Melissa	3/1/2016	Feedback from parent survey	4/29/2016 one-time
G2.B1.S1.MA1	Feedback from parent surveys, sign-in sheets and attendance records	Robertson, Denise	8/31/2015	Feedback from parent surveys, sign-in sheets and attendance records Gallup Survey Climate Survey	6/3/2016 quarterly
G2.B1.S1.MA1	Collaboration of teachers and PTA to create a calendar of community events	Robertson, Denise	8/31/2015	Agendas and/or programs Sign in sheets from events Minutes from collaboration meetings	6/3/2016 monthly
G2.B2.S1.MA1	On-site parent resource center	Jones, Melissa	8/24/2015	Feedback from parent survey	6/3/2016 monthly
G2.B2.S1.MA1	On-site parent resource center	Jones, Melissa	8/24/2015	Feedback from parent survey Sign in logs in resource center	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers increase the use of rigorous, data driven differentiated tiered instruction aligned to the standards every day in every classroom, then student achievement will increase.

G1.B6 Lack of differentiation of instruction

G1.B6.S1 Engage K-2 struggling readers in ongoing data-driven support

PD Opportunity 1

Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.

Facilitator

School Based Reading Coach District Reading Specialist

Participants

K-5 Language Arts Teachers

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

PD Opportunity 3

Engage students in daily small group center rotations that are purposeful and driven by data.

Facilitator

School-based Reading Coach Principal

Participants

K-5 Language Arts Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 4

Engage all teachers in Data Chats during Collaborative Planning to analyze data and plan differentiated instruction.

Facilitator

Principal Assistant Principals Reading Coach

Participants

K-5 Teachers

Schedule

Monthly, from 8/31/2015 to 6/3/2016

G1.B6.S2 Utilize Skills Block, Gradual Release of Responsibility Model, Close Reading Process, and Literacy-based Center Rotations when planning and delivering instruction for grade appropriate reading strategies.

PD Opportunity 1

Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.

Facilitator

School-based Reading coach

Participants

K-5 Language Arts Teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Ensure that Kindergarten-2nd grade teachers explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.

Facilitator

School-based Reading Coach

Participants

K-2 Language Arts Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.

Facilitator

School-based Reading Coach District Reading Specialist Principal

Participants

K-5 Language Arts Teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B6.S1.A1	Participate in job-embedded coaching cycles and peer-to-peer observations and planning to support data-driven differentiated teacher led small group instruction.	$0.00
2	G1.B6.S1.A2	Monitor the implementation and effectiveness of all support mechanisms in all K-2 classrooms.	$0.00
3	G1.B6.S1.A3	Engage students in daily small group center rotations that are purposeful and driven by data.	$0.00
4	G1.B6.S1.A4	Engage all teachers in Data Chats during Collaborative Planning to analyze data and plan differentiated instruction.	$0.00
5	G1.B6.S2.A1	Provide professional development and follow up support on the components of the Instructional Framework based on teachers' instructional needs.	$0.00
6	G1.B6.S2.A2	Ensure that Kindergarten-2nd grade teachers explicit instruction includes phonemic awareness, phonics, decoding, fluency, and vocabulary.	$0.00
7	G1.B6.S2.A3	Monitor the implementation and effectiveness of the components of the Instructional Framework in all classrooms.	$0.00
8	G2.B1.S1.A1	Change academic nights focus to include students in presentation	$0.00
9	G2.B2.S1.A1	On-site parent resource center	$0.00
		Total:	$0.00