

Duval County Public Schools

J. Allen Axson Elementary School



2015-16 School Improvement Plan

J. Allen Axson Elementary School

4763 SUTTON PARK CT, Jacksonville, FL 32224

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

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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>.

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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 educational excellence to all student every day using the Montessori Method of instruction.

Provide the school's vision statement

Utilizing the Montessori curriculum to inspire and prepare each student for success in college, career and life!

School Environment

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

1. Use of School Messenger to communicate with parents in the summer.
2. Back to school orientation hosted on Friday, August 21st, from 10 am-12 pm.
3. Pre-K-K Registration February 2015
4. Principal communicates with parents and staff weekly using the following tools: School Messenger and Remind App.
5. Open House Dates for parents and students to attend. The students get to show their parents what a typical day is like and the materials they are having lessons on.
Primary
September 10, 2015 from 6-8 pm
Lower Elementary & Upper Elementary
September 17, 2015 from 6-8 pm
6. Parent Training Opportunities will be available from several staff members: Irene Bryson/School Counselor, Primary, Lower Elementary and Upper Elementary certificated staff.
7. School sponsored FAME/PTA Events: Orientation: Vendor Fair, PTA Welcome Back Staff Breakfast, Boosterthon, Mile-Maker, Holiday Bazaar, PTA Fall Festival, FAME Family Dinner Nights, FAME Spring Silent Auction, Boo Hoo Breakfast, PTA Staff Luncheons, School Dance, Fifth Grade Graduation Ceremony, Staff Picture during pre-planning (Hannah Joy Photography), Lego League Team started this year, Elementary Honor Society(planning phase this year), PTA Movie Nights, Garden Days, Impact JAX, Media Book Fairs, Vanhoy's Voracious Reading Celebration, and Used Book Sale.
8. School Tours from November 2015 until February 2016.
9. Programs during the year: International Day of Peace Celebration & The introduction of Buddy Benches, Kindness Challenge, Chorus Performances, Individual and group class performances and plays, Green Team, Media Crew and Robotics Team & Club.

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

1. The school is required to develop a school wide safety plan each year. As part of that process staff are trained at the beginning of the school year by the designated administrator. Regular practice drills are conducted to ensure the plan is understood in preparation of a school wide emergency. In addition, a School Emergency Response Team (SERT) has been implemented. The SERT team is made up of identified staff who will either be in roles of leadership during an emergency or part of an identified team. The safety plan is reviewed by the designated school administrator and the schools

foundation team and feedback is provided to the principal to ensure a well developed plan.

2. "Grace & Courtesy" lessons from our Montessori Practical Life Album starts with our Pre-K students to 5th grade. Classroom teachers give daily lessons on respect and kindness to others. Teachers also utilize community meetings, the peace rose and conflict resolution strategies so that students can share concerns and find solutions to classroom problems(restorative justice). "Grace & Courtesy" is a core principle of the Montessori learning environment.

3.Each classroom environment has a Community Agreement that is created by the teacher and the students. Each environment is expected to use "Grace & Courtesy Lessons learned from primary grades until they graduate at 5th grade. Each environment also has a "peace area" and the older students engage in regular "Community Meetings" to talk about issues in their classrooms and appropriate and ways to resolve problems.

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 PBIS developed a school wide PBIS (School Wide Positive Interventions and Supports) plan. Classroom teachers are provided district training on CHAMPS their first year of teaching. All teachers utilize responsive classroom strategies and logical consequences for behavior and classroom management. This ensures every staff member has skills and strategies to understand and work with all children at Axson. In addition, it is expected that each classroom develops a "Classroom Community Agreement" that outlines the expectations that each teacher has developed with his/her students. Also, teachers give students "Grace & Courtesy lessons(Montessori Materials) that foster respect, kindness and empathy towards classmates. Once agreement is developed and agreed upon students sign agreement and post in their classrooms. If students violate classroom agreement teacher will use her classroom behavioral plan to enforce/re-direction of behavior. Several ways teachers notify parents: Individual rubric system sent home/Daily Behavior Chart, Parent/Teacher communication planner. If necessary, the teacher sends the student to the office to see the principal/ assistant principal. The administrator uses the Student Code of Conduct to enforce/re-direction of appropriate classroom behavior.

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

Full time school counselor services at J. Allen Axson include the following: Classroom Guidance, Lunch Bunch groups, and individual counseling. The school counselor has a referral process for both teachers and parents to share concerns and ask for support on groups or individual students. In addition, the assistant principal uses restorative justice practices when following Student Code of Conduct which outlines county discipline practices to be followed by DCPS administrators.

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 the level of documented parent involvement.
2. Have at least 4 parent training events this school year
3. Complete and distribute "Parent Handbook" developed in partnership with SAC and SDM Leadership Team.

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

The school primarily builds financial partnerships to support fundraising events such as: Fall Festival, Holiday Bazaar, and Spring Silent Auction. This provides direct support to Friends of Montessori Education(FAME) which is a 5013C Non-Profit with the sole purpose to raise money to sustain paraprofessionals at Axson. The Montessori method of instruction is paramount to having both a teacher and a paraprofessional in every classroom. For a number of years, the school and the district have not been able to support full-time paraprofessionals due to budget constraints. However, the district does support J. Allen Axson by allowing the principal to collapse positions determined by the district defined staff allocation model. This allows the principal to make key staffing decisions to support Montessori learning and its environment that is outlined by The American Montessori Society(AMS). This year the magnet office contributed the equivalent of one teaching position to help support and maintain part-time paraprofessionals in every classroom.

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
Robinson Vanhoy, Cecilia	Principal
Bear, Kathy	Teacher, K-12
Queniat, Isabelle	Teacher, K-12
Avera, Stacy	Teacher, K-12
Bear, Allison	Teacher, K-12
Keyser, Debbie	Teacher, K-12
Roberts, Amy	Assistant Principal
Confer, Crystal	Teacher, K-12
Dubberly, Robyne	Teacher, ESE
Hahn, Karla	Teacher, K-12
Bryson, Irene	Guidance Counselor

Duties

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

Each member is responsible to support and monitor RTI processes. Kathy Bear the RTI Facilitator reports on-going progress to the principal, assistant principal and school counselor . The team leaders assist the RTI Facilitator and administrator to support the implementation of the MTSS goals and the SIP.

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 school based RTI Team meets once a month to review screening and progress monitoring data at grade levels. Teachers identify students who are meeting/exceeding assessments, at moderate risk, or high risk for not meeting grade level standards. Those students who potentially need intervention are then referred to grade level teams. Based on the above information, the grade level team will problem solve, share effective practices, suggest interventions, and evaluate intervention implementation and results.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cecilia Robinson-Vanhoy	Principal
Susan Payne	Parent
Karen Gaskill	Parent
Kathy Bear	Teacher
Heather Dubuisson	Teacher
Amy Roberts	Education Support Employee
Cathrine Spears	Parent
LaFonda Middleton	Parent
Abel Garcia	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

The SAC will participate in reviewing the School Improvement Plan.

Development of this school improvement plan

Our first scheduled meeting was Thursday, August 27th. During our first meeting the administrator discussed the process for reviewing the School Improvement Plan. It was decided that the principal would email draft copies of the SIP to the SAC for review and revisions. Members will email principal with corrections to SIP plan prior to region and district reviews. Principal and Assistant Principal will review final copy before district reviews.

Preparation of the school's annual budget and plan

The SAC is involved in the fall/spring budget process. They give input and recommendations during the budget process.

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

The funds were utilized for writing tutoring starting in September 2014 until February 2015, right before the administration of FSA Writing. We do not have any current writing data at this time.

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
	Teacher, K-12
Robinson Vanhoy, Cecilia	Principal
Bear, Allison	Teacher, K-12
Bear, Kathy	
Roberts, Amy	Assistant Principal
Reasonover, Lori	Teacher, K-12
Queniat, Isabelle	
Confer, Crystal	Teacher, K-12
Hahn, Karla	Teacher, K-12
Dubberly, Robyne	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

1. The team leaders collaboratively work with teachers to blend the Montessori method and Florida standards.
2. Teachers engage students with high interest lessons covering multiple standards;(blending standards/grade level/Montessori Method and DCPS Curriculum Guides).
3. Utilizing fiction and non-fiction text to engage readers and develop students in writing.
4. Writing with authentic literature is a means to develop and build comprehension skills in students.
5. The LLT team focuses on the implementation of writing in the core content areas: Reading, Math, Science and Social Studies.
6. The teacher coaches support LLT team during PLC time to give teachers time to share strategies and practices in writing that they use in their classrooms and across content areas.

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

The school has built the resource schedule to give teachers opportunities to collaboratively work in professional learning communities. Teachers are meeting at least once a week in professional collaborative groups. During collaborative planning teachers talk about best practices for instruction and how to improve learning for students. This collaboration improves student achievement and working relationships among teachers(culture).

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

In order to recruit and retain highly qualified teachers of diverse ethnic backgrounds, we utilize

1. The district transfer system: Each year the principal interviews teachers who have experience and are Montessori trained to qualify to teach in Duval County Public Schools. The principal seeks candidate of diverse minority background that are Montessori trained
2. Our teachers typically do not leave but retire from Axson. We are a high performing public school and have specific training requirements. Teachers are not only expected to meet state certification requirements but obtain or hold a Montessori credential in 3-6, 6-9 or 9-12 grades.
3. We also receive applicants from private Montessori schools(Tides/Discovery) who want to teach in a high performing Montessori public school.

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

First year teachers are paired up with mentors to offer on-going support . Debbie Keyser is the Mentoring and Induction for Novice Teachers Program (MINT)Coordinator . She works with the district contact to meet regularly with MINT Teachers to help facilitate completion of MINT documentation. She sends out email updates to make sure that 1st year teachers stay connected to each other and the work necessary for successful completion of the program.

Mentee Mentor Rationale for pairings

Sarah Uselman Heather Dubuisson 3-6 Montessori trained

Hope Cleveland Allison Bear 3-6 Montessori trained

Jared Tintle Holly Fitzharris 6-9 Montessori trained

Sarah Straus Jill Lee Resource Teacher

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

The teachers use both Montessori materials and albums to deliver core instruction. The Montessori curriculum is aligned to Florida Standards. The teachers at each level: primary, lower elementary and upper elementary use common planning time to develop Montessori lessons aligned with Florida Standards and District Curriculum Guides(blended learning).

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

The assessments used are determined by Duval County : Curriculum Guide Assessments, I-Ready, Achieve 3000 and teacher made tests. Using Montessori curriculum, teachers use a differentiated work plan for students during the Montessori work-cycle. The testing data is used to determine the best plan of instruction for each student.

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: After School Program

Minutes added to school year: 40,500

Students work in academic studios (core academic subjects) for 45 minutes a day, five days a week during extended day time. Students work on homework and get one-on-one tutoring as needed. In addition, students are able to get enrichment (well rounded education) in art, language, and physical education activities.

Strategy Rationale

To increase academic success for all students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson Vanhoy, Cecilia, vanhoyc@duvalschools.org

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

The effectiveness is determined by district assessment data and student performance level of at or above grade level.

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

1. Use of School Messenger to communicate with parents in the summer.
2. Back to school orientation hosted on Friday, August 21st, from 10 am-12 pm.
3. Pre-K-K Registration February 2015
4. Principal communicates with parents and staff weekly using the following tools: School Messenger and Remind App(new).
5. Open House Dates
Primary
September 10, 2015 from 6-8 pm
Lower Elementary & Upper Elementary
September 17, 2015 from 6-8 pm
6. Parent Training Opportunities will be available from several staff members: Irene Bryson/School Counselor, Primary, Lower Elementary and Upper Elementary certificated staff.
7. School sponsored FAME/PTA Events: Orientation: Vendor Fair, PTA Welcome Back Staff Breakfast, Boosterthon, Two scheduled Open House Dates, Mile-Maker, Holiday Bazaar, PTA Fall Festival, FAME Family Dinner Nights, FAME Spring Silent Auction, Boo Hoo Breakfast, PTA Staff Luncheons, School Dance, Fifth Grade Graduation Ceremony, Staff Picture during pre-planning (Hannah Joy Photography), Lego League Team started this year, Elementary Honor Society(planning phase this year), PTA Movie Nights, Garden Days, Impact JAX, Media Book Fairs, Vanhoy's Voracious Reading Celebration, Used Book Sale etc...
8. School Tours from Nov 2015 until February 2016.

9. Programs during the year: International Day of Peace Celebration, Kindness Challenge, Chorus Performances, Individual and group class performances and plays.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers give small group and one on one Montessori math lessons combined with Duval Math then students below proficiency in I-ready mathematics will increase by one years growth by the end of the year assessment.
- G2.** If teachers increase use of small group and Montessori individualized work-plans then Axson students identified in the lowest 10% in grades 3-5 will increase reading proficiency by one years growth on district assessment and increase lexile scores.
- G3.** If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 72% to 75% on the FCAT 2.0 annual assessment.

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 give small group and one on one Montessori math lessons combined with Duval Math then students below proficiency in I-ready mathematics will increase by one years growth by the end of the year assessment. 1a

G071906

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0

Resources Available to Support the Goal 2

- The resources used are Montessori Curriculum/Materials and District Math Modules

Targeted Barriers to Achieving the Goal 3

- Blending Montessori Curriculum/Materials with District Math Modules

Plan to Monitor Progress Toward G1. 8

I-Ready progress monitoring reports will be pulled after each designated district progress monitoring period to determine profile 1 and 2 students for intervention.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/13/2015 to 5/16/2016

Evidence of Completion

Profile 1 and 2 students from the I-ready results will be identified and next steps will be determined within the classroom and using interventionists.

G2. If teachers increase use of small group and Montessori individualized work-plans then Axson students identified in the lowest 10% in grades 3-5 will increase reading proficiency by one years growth on district assessment and increase lexile scores. 1a

G071907

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Resources Available to Support the Goal 2

- Will provide part time paraprofessionals in every certificated Montessori classroom.

Targeted Barriers to Achieving the Goal 3

- Time to give small group instruction on a regular basis and manage Montessori work cycle

Plan to Monitor Progress Toward G2. 8

Administrator classroom walk-throughs

Person Responsible

Amy Roberts

Schedule

On 6/3/2016

Evidence of Completion

Individual student work plans, teacher plans indicating differentiated groups, observations of small group instruction being led by paraprofessionals and teachers.

G3. If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 72% to 75% on the FCAT 2.0 annual assessment. 1a

G071908

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Hands on science materials provided by the district, Montessori materials and curriculum.

Targeted Barriers to Achieving the Goal 3

- The time to plan and make Montessori shelf work, review district curriculum guidelines blended to Montessori curriculum.

Plan to Monitor Progress Toward G3. 8

Curriculum Guide Assessments in Science

Person Responsible

Amy Roberts

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

The administrator will pull CGA results to determine strands that students are not performing well in. From that information students performing under 50% in particular strands will be supported to increase level of proficiency to 75% or higher on FCAT 2.0 Science.

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 give small group and one on one Montessori math lessons combined with Duval Math then students below proficiency in I-ready mathematics will increase by one years growth by the end of the year assessment. **1**

 G071906

G1.B1 Blending Montessori Curriculum/Materials with District Math Modules **2**

 B187495

G1.B1.S1 During common planning time teachers will develop nine week instructional plans that blend Montessori Curriculum with Duval Math Modules. **4**

 S199000

Strategy Rationale

Giving teachers time during common planning to blend Montessori Curriculum and Duval Math will ensure successful implementation of curriculum for student success and achievement.

Action Step 1 **5**

Teachers will use common planning time to blend Montessori Curriculum with Duval Math.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Common Planning nine week plan, walk-through observations and forms.

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

Regular classroom walk-throughs and monitoring of I-Ready growth

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Administrator walk-through documentation and monthly I-ready reports

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

Regular classroom walk-throughs and monitoring of I-Ready growth

Person Responsible

Amy Roberts

Schedule

Monthly, from 9/21/2015 to 6/3/2016


Evidence of Completion

Administrator walk-through documentation and monthly I-ready reports

G2. If teachers increase use of small group and Montessori individualized work-plans then Axson students identified in the lowest 10% in grades 3-5 will increase reading proficiency by one years growth on district assessment and increase lexile scores. **1**

 G071907

G2.B1 Time to give small group instruction on a regular basis and manage Montessori work cycle **2**

 B187497

G2.B1.S1 Provided part-time paraprofessionals in every Montessori classroom. **4**

 S199001

Strategy Rationale

The Montessori classroom environment is expected to have an assistant teacher helping to monitor students while the teacher is giving lessons.

Action Step 1 **5**

Administration will actively pursue and hire part-time paraprofessionals for each Montessori classroom to support Montessori trained teachers. Montessori paraprofessional provide structured support so that classroom teachers can work with Tier II and III students needing frequent classroom support and interventions.

Person Responsible

Amy Roberts

Schedule

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

Evidence of Completion

Will collect Agenda and Power points for paraprofessional training.

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

Daily monitoring of attendance for part time paraprofessionals.

Person Responsible

Amy Roberts

Schedule

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

Evidence of Completion

Daily attendance sheets monitored, marked and collected once a week.

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

Administrator classroom walk-throughs

Person Responsible

Amy Roberts

Schedule

On 6/3/2016

Evidence of Completion

Individual student work plans, teacher plans indicating differentiated groups, observations of small group instruction being led by paraprofessionals and teachers.


G3. If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 72% to 75% on the FCAT 2.0 annual assessment. 1

 G071908

G3.B1 The time to plan and make Montessori shelf work, review district curriculum guidelines blended to Montessori curriculum. 2

 B187499

G3.B1.S1 Administrators will do regular walk-throughs that focus on science instruction in the core content areas of reading and math. 4

 S199002

Strategy Rationale

If teachers make science a regular part of core content instruction in reading and math it should help eliminate the barrier of time for science work and labs.

Action Step 1 5

Administrators will monitor science instruction on a regular basis.

Person Responsible

Amy Roberts

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Walk through logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrator walk throughs

Person Responsible

Amy Roberts

Schedule

Every 3 Weeks, from 10/5/2015 to 6/3/2016

Evidence of Completion

Walk-through logs, Curriculum guide science assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monthly monitoring of science instruction in core content areas of reading and mathematics

Person Responsible

Amy Roberts

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Walk-through Logs next steps

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will use common planning time to blend Montessori Curriculum with Duval Math.	Robinson Vanhoy, Cecilia	9/21/2015	Common Planning nine week plan, walk-through observations and forms.	6/3/2016 monthly
G2.B1.S1.A1	Administration will actively pursue and hire part-time paraprofessionals for each Montessori classroom to support Montessori trained teachers. Montessori paraprofessional provide structured support so that classroom teachers can work with Tier II and III students needing frequent classroom support and interventions.	Roberts, Amy	8/24/2015	Will collect Agenda and Power points for paraprofessional training.	6/3/2016 daily
G3.B1.S1.A1	Administrators will monitor science instruction on a regular basis.	Roberts, Amy	9/28/2015	Walk through logs	6/3/2016 monthly
G1.MA1	I-Ready progress monitoring reports will be pulled after each designated district progress monitoring period to	Roberts, Amy	10/13/2015	Profile 1 and 2 students from the I-ready results will be identified and next	5/16/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	determine profile 1 and 2 students for intervention.			steps will be determined within the classroom and using interventionists.	
G1.B1.S1.MA1	Regular classroom walk-throughs and monitoring of I-Ready growth	Roberts, Amy	9/21/2015	Administrator walk-through documentation and monthly I-ready reports	6/3/2016 monthly
G1.B1.S1.MA1	Regular classroom walk-throughs and monitoring of I-Ready growth	Robinson Vanhoy, Cecilia	9/21/2015	Administrator walk-through documentation and monthly I-ready reports	6/3/2016 monthly
G2.MA1	Administrator classroom walk-throughs	Roberts, Amy	8/24/2015	Individual student work plans, teacher plans indicating differentiated groups, observations of small group instruction being led by paraprofessionals and teachers.	6/3/2016 one-time
G2.B1.S1.MA1	Administrator classroom walk-throughs	Roberts, Amy	8/24/2015	Individual student work plans, teacher plans indicating differentiated groups, observations of small group instruction being led by paraprofessionals and teachers.	6/3/2016 one-time
G2.B1.S1.MA1	Daily monitoring of attendance for part time paraprofessionals.	Roberts, Amy	8/24/2015	Daily attendance sheets monitored, marked and collected once a week.	6/3/2016 daily
G3.MA1	Curriculum Guide Assessments in Science	Roberts, Amy	9/28/2015	The administrator will pull CGA results to determine strands that students are not performing well in. From that information students performing under 50% in particular strands will be supported to increase level of proficiency to 75% or higher on FCAT 2.0 Science.	6/3/2016 monthly
G3.B1.S1.MA1	Monthly monitoring of science instruction in core content areas of reading and mathematics	Roberts, Amy	9/28/2015	Walk-through Logs next steps	6/3/2016 monthly
G3.B1.S1.MA1	Administrator walk throughs	Roberts, Amy	10/5/2015	Walk-through logs, Curriculum guide science assessments	6/3/2016 every-3-weeks

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 give small group and one on one Montessori math lessons combined with Duval Math then students below proficiency in I-ready mathematics will increase by one years growth by the end of the year assessment.

G1.B1 Blending Montessori Curriculum/Materials with District Math Modules

G1.B1.S1 During common planning time teachers will develop nine week instructional plans that blend Montessori Curriculum with Duval Math Modules.

PD Opportunity 1

Teachers will use common planning time to blend Montessori Curriculum with Duval Math.

Facilitator

Teacher Math Coach

Participants

Teacher coach will bring back information from monthly district math coaches meetings. Teacher coach will share that information with teacher leads. Teacher leads will share information provided by teacher coach with classroom teachers during collaborative planning meetings.

Schedule

Monthly, from 9/21/2015 to 6/3/2016

G2. If teachers increase use of small group and Montessori individualized work-plans then Axson students identified in the lowest 10% in grades 3-5 will increase reading proficiency by one years growth on district assessment and increase lexile scores.

G2.B1 Time to give small group instruction on a regular basis and manage Montessori work cycle

G2.B1.S1 Provided part-time paraprofessionals in every Montessori classroom.

PD Opportunity 1

Administration will actively pursue and hire part-time paraprofessionals for each Montessori classroom to support Montessori trained teachers. Montessori paraprofessional provide structured support so that classroom teachers can work with Tier II and III students needing frequent classroom support and interventions.

Facilitator

Kathy Bear

Participants

Paraprofessionals with less than five years of classroom experience will participate in training that support classroom instructional goals.

Schedule

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

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will use common planning time to blend Montessori Curriculum with Duval Math.				\$0.00
2	G2.B1.S1.A1	Administration will actively pursue and hire part-time paraprofessionals for each Montessori classroom to support Montessori trained teachers. Montessori paraprofessional provide structured support so that classroom teachers can work with Tier II and III students needing frequent classroom support and interventions.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2500	150-Aides	1411 - J. Allen Axson Elem School	Other		\$25,000.00
			<i>Notes: FAME-Friends of J. Allen Axson Montessori Education is a 5013c non-profit that fund raises for the sole purpose of supporting paraprofessionals in every Montessori classroom</i>			
3	G3.B1.S1.A1	Administrators will monitor science instruction on a regular basis.				\$0.00
					Total:	\$25,000.00