

Duval County Public Schools

Lone Star Elementary School



2015-16 School Improvement Plan

Lone Star Elementary School

10400 LONE STAR RD, Jacksonville, FL 32225

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

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>.

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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

Lone Star Elementary is a community of educators and parents working together to develop all students to their fullest potential by providing research based instructional strategies integrating math, science and technology to promote a love of learning, community pride and to develop a safe, positive environment. (This is under revision)

Provide the school's vision statement

The Lone Star Elementary vision is to inspire high academic achievement among all students, serve their needs, challenge their minds to prepare them for secondary education and enrich their lives for success and participation in a global society. (This is under revision)

School Environment

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

Teachers are culturally responsive. They are dedicated to teaching to differing student learning styles, interaction and communication styles, values, attitudes, and behaviors. Teachers make students' lives and communities central to the learning process. They emphasize experimental and activity-based approaches to learning, draw connections between school and communities, and help students develop a belief that their best interests are the key focus.

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

Student safety is continuously monitored and reinforced through the following actions:

1. Doors and gates are locked daily and checked periodically by the day custodian.
2. Fire drills are held monthly
3. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers.
4. Identification procedures for all school visitors, including parents, are in place.
5. Teachers demonstrate respect for students and their potential as learners by providing a caring environment and making personal connections with students and families. Respect for diverse family structures and cultures is conveyed directly to students. Teachers hold high expectations for the achievement of all students.

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

A Positive Behavioral Intervention & Support plan is comprised of a broad range of systematic and individualized strategies for achieving social and learning outcomes while preventing behavior problems with all students. Teachers use effective practices, interventions, and strategies to support students. Teachers participated in the Code of Conduct training during pre-planning and students attended the Code of Conduct assembly during the first week of school. Code of Conduct student assemblies will be held each semester to ensure the system is fairly and consistently enforced. The

Foundations Team analyzes school-wide discipline data and adjusts practices when needed. The Foundations team also implemented SUPER behavior expectations that students will demonstrated around in the cafeteria, restroom, and hallway throughout the school. School-wide, we implement the CHAMPs positive behavior system. Our paraprofessionals and school monitors received specialized training on managing behaviors by the district behavior specialist.

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

Character development activities and discussions are implemented throughout the school year to support a balance of academic success and social development. School staff continually monitor students who may be struggling with family and other issues and provide support. The School Counselor has an approachable manner and schedules periodic checks on identified students and provides additional resources for support. Full Service Schools resources are available to all Lone Star families. This year, we are fortunate to have the services of a full time counselor from the Kid Power Program. She will maintain a caseload of 25 students.

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

N/A

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	9	9	7	10	15	8	58
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Academic interventions paired to student need

Reading:

A. Barton Phonics and Spelling Program

-Data analysis showed optimum effectiveness with students in 3rd grade. The part-time interventionist will begin September 9th. She will be trained for three days and will begin servicing groups September 14th.

-Students will be assigned based on prioritization of data points with teachers and reading coach.

-Students needing intensive phonics instruction will be enrolled in this program.

B. Leveled Literacy Intervention (LLI)

-Data analysis showed that optimum effectiveness was achieved for students in grades 1-3. Kindergarten LLI was implemented late in the last school year. Students in 3rd grade who were unsuccessful had the following issues: one is experiencing learning difficulties as a result of a stroke, one had major attendance issues and one was diagnosed with dyslexia for which the Barton program would have been better tailored to his needs.

-Students will be assigned who are reading at a low level and need a more complex program including comprehension and phonics. Students with intervening medical issues and major attendance issues will be serviced through other interventions which address their primary barriers to achievement.

-Kindergarten retainees have been assigned to the same classroom. Their teacher will provide small group LLI instruction daily with these students beginning in September. A paraprofessional will be assigned to this classroom to monitor rotations so the LLI teacher will be uninterrupted. New Kindergarten students may be added during second semester. The reading coach will monitor for fidelity of implementation.

C. Fourth and Fifth grade students will be identified and serviced through after school tutoring funded by district and full service schools grant monies. Math and reading intervention, will be offered through this tutoring program.

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

Parental involvement will increase 10% from the 2014-2015 school year as determined by the Dowling Douglas electronic tracking system.

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

Building and sustaining positive relationships is important to the well being and culture of the school. We will invite community organizations and business partners to participate on various committees and school-wide events such as the School Advisory Council (SAC), PTA, and tutoring and mentoring programs. Community partners will be recognized on the school website each quarter throughout the year for their participation and support to the school. The Arlington Chamber of Commerce, supported the One School, One Book initiative. New Day Jacksonville Church supported a clothing drive to support students in need. They also raised funds to purchase new logo mats for the front school entrance. Community and business partner involvement will be increased in 2015-2016. During our annual Grandparents' Tea celebrating Grandparents' Day, Home Depot facilitated making projects for the grandparents. They along with the Haskell Group supported the startup of our FIRST Lego League Club by donating the wood and materials for our equipment. During our annual Fall Festival that takes place in November, the following groups will come out to represent as part of our Hometown Heroes: JSO, JFRD,

Mayport Naval Station, Wolfson Children's Hospital, UNF, Craig Air Field, H & R Block, and Bailey's Powerhouse Gym.

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
Lingren, Amy	Principal
Clark, Mary Ann	Instructional Coach
Weber, Jamie	Teacher, K-12
Huber, Anita	Teacher, K-12
Kelly, Elizabeth	Teacher, K-12
Pruitt, Sandra	Teacher, K-12
Wood, Stephen	Teacher, K-12
Hull, Mary	Other
Grelle, Rachel	Teacher, K-12
Smith, Laura	Teacher, K-12
Clayton, Brandon	Assistant Principal
Davidson, Kimberly	Teacher, K-12
Dutton, Richard	Guidance Counselor

Duties

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

The members of the leadership team review academic and behavior intervention plans and other documents. School goals and intervention plans are modified quarterly to reflect assessment data and changing student needs.

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 leadership team reviews progress monitoring data at each grade level to identify students who are meeting and or exceeding benchmarks and those who are at moderate or high risk for not meeting benchmarks. The leadership team reviews all data to assign interventions to identified students. Teachers analyze data from class and district assessments bi-weekly during collaborative planning sessions. Progress monitoring meetings are held every 4-6 weeks to evaluate progress of existing interventions, suggest new interventions, and/or refer students to MRT for additional testing. SAI and full service school funds will be used to pay for teachers to conduct before/after school tutoring. Team leaders facilitate quarterly data chats with administrators.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Lingren	Principal
Marilyn Myrick, Chair	Business/Community
Joyce Gustufson	Business/Community
Ann White	Business/Community
Myra Jones	Parent
Andree Bienvenue	Business/Community
Pam Penny	Teacher
Lindel Martinez	Education Support Employee
Betty Patterson	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

All data points were reviewed. Targets and results were discussed and current targets, action steps, and interim assessments will be reviewed throughout the year.

Development of this school improvement plan

The School Advisory Council is an active organization which plays a vital role in the success of Lone Star Elementary. This organization provides parents, community members, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school needs, and identification of local resources.

SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

Preparation of the school's annual budget and plan

The 2015-2016 budget will be reviewed for the possible addition of materials and programs to support student learning.

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

2014-2015 funds helped purchase Barton Reading and Spelling Tiles to aid the improvement of student reading/writing scores. No funding has been allocated for the 2015-2016 school year thus far. However, SAC approves any roll-over balances to purchase school supplies and academic materials to support students and teachers.

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
Clark, Mary Ann	Instructional Coach
Brock, Carol	Teacher, K-12
Lynn, Lindsey	Teacher, K-12
Clayton, Brandon	Assistant Principal
Smith, Laura	Teacher, K-12
Kelly, Elizabeth	Teacher, K-12
Thies, Elizabeth	Teacher, K-12
Tate, Debra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Building on the district's Tier 1 core instructional practices which are matched to the Language Arts Florida standards, the primary focus for student and school improvement will be to increase proficiency while maintaining student learning gains. VLT members will lead professional discussions among grade level teams that focus on differentiating Tier 2 instruction by strengthening rotations, small group instruction, and individual student conferencing.

The VLT members serve as teacher leaders for their respective grade levels in our commitment to study and implement the district's new ELA curriculum, Duval Reads! The members meet regularly to share progress with the delivery of the curriculum and identify areas that may need additional staff training. In support of Duval Reads!, the VLT will lead an effort for norming student work in order for teachers to establish common expectations for our students.

Another focus of leadership from the VLT is to identify school-wide literacy projects that provide an opportunity to generate enthusiasm for reading, writing, speaking, and listening among teachers, students, and parents. Lone Star Elementary will participate in the Just Read, Florida! sponsored Celebrate Literacy Week activities during the month of January with the VLT developing and implementing activities and events that support this year's theme, "Literacy Changes Our World". The VLT will establish guidelines for each grade level to develop and monitor Book Reading Goals. Providing a structure that encourages students to read regularly for pleasure has the potential to instill a love of reading among our students as well as develop positive reading habits. Research has long proven that the more you read, the better you read.

One School, One Book (OSOB) will be continued this school year with the VLT serving as organizers. OSOB is a parent involvement initiative that provides a framework and focus for enjoying family reading time around a single book. This initiative began during the 2013-14 school year as a community/school project to engage our LSE families in the reading of a common book, *The Mouse and the Motorcycle*, and included school-wide activities and events. Last year, our whole school community read *Kenny and the Dragon*. The VLT will once again select this year's book, provide families with a timeline for reading the chapters, develop school activities and events, and reach out to the business partners for funding support.

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

Weekly collaborative planning is provided for grade level and subject area teachers to work together. These sessions are facilitated by a Team Leader chosen by the Principal. Monthly vertical team meetings offer collaboration time for teachers in science, math, and literacy.

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

1. On-site Professional Development – LSE reading coach and district instructional specialists facilitate training for staff.
2. CET-trained teachers attend district-provided professional development and use effective strategies learned with mentees. Four teachers are hosting interns this fall semester.
3. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.
4. Mentors meet regularly with teachers who have less than three years experience and those new to the district.
5. School administration attends each recruitment fair to fill vacancies.
6. New teacher meetings are held regularly with administrators.

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

Mentor: Jamie Weber

Mentee: Samantha Gullett

Rationale for pairing; Mrs. Weber is a veteran teacher who has success with using intervention materials and can provide excellent support for Mrs. Gullett in this area.

Planned Mentoring Activities: The mentor and mentee will meet biweekly to discuss evidence-based strategies for each domain and the progress toward meeting the goals set by the teacher's Individual Professional Development Plan (IPDP). The mentor is given released time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are held monthly.

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

Florida's Standards and Item Specifications are read and reviewed in relation to student work at every grade level. During informal and formal teacher observations, administration looks for alignment of the curriculum to the student work and the teacher's lesson plans. Teachers also follow the district curriculum guides to ensure alignment between classrooms and collaborate weekly during their common planning time.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use current data to determine placement of students within the curriculum. Student data may include, but is not limited to I-Ready, Achieve 3000, FCAT (Science), FSA results, teacher made assessments, district tests, and informal observations. Teachers update data through observation during classroom instruction, exit tickets, and formal assessments weekly to determine individual

student needs and then group students accordingly within the classroom to optimize instruction at each student's skill level. Administration monitors differentiation weekly through walk-throughs and lesson plan checks. Administration meets with teachers starting in January to chart progress of and develop intervention plans for every student who is in danger of being retained.

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: 2,400

Teachers offer tutoring to their students before and/or after school throughout the school year. Tutorial sessions occur at the school site. Participation is based on the students' academic needs as identified through data analysis (bottom quartile first). Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Teachers are funded through grant money and district SAI funds. The extended day program will offer students the opportunity to use iReady, Achieve 3000, and Reflex Math in the computer lab each day after school. An analysis of 2014-2015 intervention data showed that student in grades 4-5 were least likely to show academic gains while receiving interventions with the LLI and Barton programs. Therefore, they will be the students we target for our tutoring program for 2015-2016.

Strategy Rationale

A thorough analysis of data from students in each intervention (tutoring, LLI, Barton) was completed in July, 2015. These findings guided our intervention placement decisions for the current school year. (Full report available upon request)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clark, Mary Ann , clarkm2@duvalschools.org

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

Teachers analyze student data based on achievement of goals and/or progress toward meeting the instructional standards. Data chats are held quarterly with grade level teachers and administration. Initial groups are set up based on needs as determined by fall assessments. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing throughout the year and is analyzed to monitor the effectiveness of teacher instruction and progress of their students during tutoring. New groups are formed and students move in and out of the groups based on individual student growth, progress and needs. As was done last year, all year end data will be collected and compared to fall data for all students involved in interventions. These student gains will be compared with those from the general LSE population. Future recommendations will be made based on these findings.

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

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS), and district baseline assessments upon entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR), which identifies specific areas of need. These data help to determine instructional goals and possible Tier II and III Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, students' reading comprehension will improve.

- G2.** If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, the number of students reaching grade level proficiency targets in mathematics will increase.

- G3.** If students are regularly involved in rigorous instruction and regularly participate in science explorations in the science lab, they will be able to demonstrate mastery of grade level science standards.

- G4.** If students regularly follow our Guidelines for Success, the number of formal discipline referrals to the office will be reduced from the past two years.

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 consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, students' reading comprehension will improve. **1a**

 G071939

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal **2**

- School Literacy Coach, administration, and the District Literacy Instructional Specialist. Reading Interventionalist, LLI Intervention, Barton intervention, and before/after-school tutoring.

Targeted Barriers to Achieving the Goal **3**

- 1. The new curriculum and materials are unfamiliar to students and teachers.
- 2. Prior to this year, the students were not exposed to the level of rigor needed to prepare them for the current grade expectations. In addition, there are many more students needing intensive remediation than can be serviced by the current number of staff.

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

Administrators will address evidence of the 4 Pillars in every formal and informal observation. Administration will meet with grade levels and individual teachers to analyze data and determine progress and next steps. Lesson plans will be checked during administrative walk-throughs to ensure that teachers are using the curriculum guides and are staying relatively close to the calendar suggested by the district. Reading Coach will engage in lesson study with fourth and fifth grade ELA teachers to problem solve barriers. The principal will request an additional reading interventionist to help our struggling readers.

Person Responsible

Mary Ann Clark

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teacher data sheets tracking student progress and minutes from data chats. Percentage of teachers who meet their IPDP goals. Steady student growth on periodic assessments. Completion of feedback from teachers to assist the district in year end revisions of the curriculum.

G2. If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, the number of students reaching grade level proficiency targets in mathematics will increase. 1a

G071940

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Administration, Math Vertical Learning Team, district math specialist (when available).
- TDE for teacher to attend math meetings and participate in peer observations.
- Budget to purchase books for book study.

Targeted Barriers to Achieving the Goal 3

- No school Math Coach or Interventionalist. Infrequent district math support. Lack of sufficient knowledge and application of teaching strategies exist in math for many teachers. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher. Curriculum and materials are new to teachers and students. Tutoring funds from the district were reduced by 50%.

Plan to Monitor Progress Toward G2. 8

Administrators will monitor progress toward IPDP goals of math teachers and effective implementation of the curriculum during classroom walk-throughs, lesson plan checks, informal and formal observations, Math Vertical Team minutes and common planning time minutes.

Person Responsible

Amy Lingren

Schedule

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

Evidence of Completion

Evidence of professional development sessions and notes from classroom observations sessions by district specialist and administrators; VLT meeting minutes.

G3. If students are regularly involved in rigorous instruction and regularly participate in science explorations in the science lab, they will be able to demonstrate mastery of grade level science standards. 1a

G071941

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Support from District Science Director with supply requests. Part time paraprofessional to coordinate instructional activities in the science lab (magnet funds).

Targeted Barriers to Achieving the Goal 3

- Students lack regular exposure to hands-on experiments. Some teachers are reluctant to attend the science lab with their students.

Plan to Monitor Progress Toward G3. 8

Science lab attendance will be monitored and a report will be sent to the principal on a monthly bases. Science fair participation will be monitored. Teachers will be held accountable for their science lab participation.

Person Responsible

Amy Lingren

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

1. Student learning will be assessed through journals, formal assessments and exit tickets.
2. Submission of a science fair project by each class/student.
3. Regular attendance in Science Lab per resources schedule and attendance sheets.

G4. If students regularly follow our Guidelines for Success, the number of formal discipline referrals to the office will be reduced from the past two years. 1a

G071942

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Incentive programs designed by the Foundations Team.

Targeted Barriers to Achieving the Goal 3

- Some students come to school with significant emotional and behavioral issues.

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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 consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, students' reading comprehension will improve. **1**

 G071939

G1.B1 1. The new curriculum and materials are unfamiliar to students and teachers. **2**

 B187598

G1.B1.S1 Following teacher training through the teacher academy and school based professional development, teachers will use explicit modeling of reading strategies in small groups with targeted students. Teachers will expose all students to grade level text and higher order questioning. Teachers will use new materials that engage students. Teachers will consistently use the Gradual Release Model and follow the new curriculum guides. **4**

 S199101

Strategy Rationale

When teachers receive effective training on new curriculum and materials they can assist students to learn effective strategies for engaging in increasingly complex and diverse texts, leading them to successfully read and comprehend grade level materials.

Action Step 1 **5**

Teachers will attend the Teacher Academy to learn about the new Duval Reads materials and curriculum. Teachers will implement the new curriculum, using the new materials.

Person Responsible

Mary Ann Clark

Schedule

Daily, from 6/15/2015 to 6/1/2016

Evidence of Completion

Attendance sheets from the Teacher Academy, school-based professional development agendas/calendars and CAST observation notes on ratings.

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from district tests, DAR, grade level assessments, iReady, and Achieve 3000 will be analyzed regularly during collaborative planning and during quarterly data chats with administrators. Evidence of data driven activities assigned to meet individual student needs will be observed during center rotations.

Person Responsible

Amy Lingren

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teacher data sheets tracking student progress and minutes from data chats. Steady growth on periodic student assessments.

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

Teacher rubric scores from formal and informal CAST observations, student assessments results from formative and summative assessments such as district assessments, DAR, grade level common assessments, iReady, and Achieve 3000. Grade level meeting agendas and minutes will be submitted weekly to the principal.

Person Responsible

Amy Lingren

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Completion will be evidenced by student data that demonstrate continuous growth and mastery of grade level standards. Teachers will receive "Effective" or "Highly Effective" ratings on CAST rubric in all areas related to effective implementation of The 4 Pillars of Effective Instruction.

G1.B2.2. Prior to this year, the students were not exposed to the level of rigor needed to prepare them for the current grade expectations. In addition, there are many more students needing intensive remediation than can be serviced by the current number of staff. 2

 B187599

G1.B2.S1 Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how to interpret, reread, and consult the text to gain a deeper understanding of the author's message. Teachers will scaffold their instruction to allow students to steadily progress from below grade level materials to successfully reading grade level texts. 4

 S199102

Strategy Rationale

Rotations and guided reading provide the best opportunity for teachers to differentiate instruction while the large group core lesson will expose the students to rigorous grade level text.

Action Step 1 5

Professional development on Differentiated Instruction will be provided to teachers to equip them with strategies needed to plan and deliver instruction based on assessment data. Most of this differentiated instruction will take place during rotations. Therefore, adequate time must be made in the reading block for these rotations to occur. Also, the literacy coach will conduct a lesson study with grades 4 and 5 ELA teachers to analyze student work.

Person Responsible

Mary Ann Clark

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Successful application of the strategies learned during teacher training will be observed in the classroom walk-throughs by the leadership team and through peer observation. Lesson plans will note differentiated activities attached to individual students based on assessment data. Exit tickets and other assessments will show a steady increase in the number of students successfully accessing grade level text. Attendance by all grade 4 and 5 ELA teachers in lesson study conducted by the literacy coach will be monitored. Pacing of the ELA lessons will allow adequate time for rotations daily as observed in classroom walk-throughs.

Action Step 2 5

Student writing pieces will be analyzed for content and mechanics regularly by students and teachers using the State's writing rubric.

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, the number of students reaching grade level proficiency targets in mathematics will increase. 1

G071940

G2.B1 No school Math Coach or Interventionalist. Infrequent district math support. Lack of sufficient knowledge and application of teaching strategies exist in math for many teachers. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher. Curriculum and materials are new to teachers and students. Tutoring funds from the district were reduced by 50%. 2

B187601

G2.B1.S1 Teachers will use supplemental instructional intervention for students using Reflex Math and i-Ready programs in before and after school tutoring and after-school during extended day. Ready Math materials will be provided for Tier II/Tier III students as determined by i-Ready baseline assessment scores. Teachers will adjust lesson pacing to make adequate time for rotations. 4

S199103

Strategy Rationale

The new curriculum is very rigorous and additional support will be necessary to ramp students and teachers up to the new expectations.

Action Step 1 5

Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teachers.

Person Responsible

Brandon Clayton

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Student progress will be monitored through data and progress monitoring reports; lesson plans will include activities for differentiation for specific students and groups; tutoring and after-school use of computers (i-Ready and Reflex Math) will be available. Administration monitoring of lesson plans and classroom instruction; math VLT agendas, tutoring logs, and RTI documentation.

Action Step 2 5

Guided Math: A Framework for Math Instruction book study by the math VLT.

Person Responsible

Hellen Burnett

Schedule

On 6/10/2016

Evidence of Completion

VLT meeting minutes

Action Step 3 5

Peer observations of math classes followed by debriefing sessions.

Person Responsible

Brandon Clayton

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Observation notes and debriefing notes. Evidence of application of new ideas into practice.

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

Weekly lesson plan checks, walk-throughs, informal and formal observations, attendance by administrators in grade level collaborative planning sessions and grade level meeting minutes.

Person Responsible

Amy Lingren

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Administrator monitoring of classroom logs, grade level minutes, observation logs/rubrics. CAST next steps.

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

Monitor student progress frequently and hold quarterly data chats with grade level teams. Disaggregate data by teacher to identify teachers who may need additional professional development.

Person Responsible

Amy Lingren

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teacher data sheets, progress monitoring reports, data chats and Rtl monitoring.

G3. If students are regularly involved in rigorous instruction and regularly participate in science explorations in the science lab, they will be able to demonstrate mastery of grade level science standards. 1

 G071941

G3.B1 Students lack regular exposure to hands-on experiments. Some teachers are reluctant to attend the science lab with their students. 2

 B187603

G3.B1.S1 All students will conduct regular investigations using the scientific method in the science lab and with their science fair individual and/or group project. 4

 S199104

Strategy Rationale

Students involved in science investigations on a regular basis retain more science information.

Action Step 1 5

5th grade science teachers will attend 90% of the district science training and will share information with other science teachers.

Person Responsible

Amy Lingren

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Classroom observations, district assessment results; documentation that all students participated in creating a science fair project. Regular attendance in exploration in science lab; attendance at district science sessions.

Action Step 2 5

Science fair will be organized by the science VLT; all deadlines will be met and all district guidelines followed.

Person Responsible

Amy Lingren

Schedule

Weekly, from 9/19/2015 to 6/10/2016

Evidence of Completion

Documentation that all students participated in creating a science fair project. Attendance at district science sessions and science fair meetings.

Action Step 3 5

All grade levels will teach science weekly according to the master schedule.

Person Responsible

Amy Lingren

Schedule

Weekly, from 9/19/2015 to 6/10/2016

Evidence of Completion

Classroom observations, lesson plan checks.

Action Step 4 5

Grade 5 science teachers will attend all district science trainings.

Person Responsible

Amy Lingren

Schedule

On 6/10/2016

Evidence of Completion

TDE leave forms; evidence of sharing information with science VLT and all other science teachers.

Action Step 5 5

Vistakon volunteers will plant gardens with students.

Person Responsible

Amy Lingren

Schedule

On 6/10/2016

Evidence of Completion

Vistakon volunteer lists; pictures of the activities.

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs, the science fair; science lab attendance and through instructional discussions with teachers,

Person Responsible

Amy Lingren

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Every child or class will have a science fair project demonstrating their understanding and implementation of the scientific method. Science lab attendance will approach or exceed 80%. All classes will participate in planting/tending gardens.

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

Faculty and judges' assessment of the quality and quantity of science fair projects. Regular attendance report submitted monthly by science lab para-professional.

Person Responsible

Amy Lingren

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Data collected from formative assessments and fifth grade FCAT scores, and Science Fair documentation.

G4. If students regularly follow our Guidelines for Success, the number or formal discipline referrals to the office will be reduced from the past two years. 1

G071942

G4.B1 Some students come to school with significant emotional and behavioral issues. 2

B187605

G4.B1.S1 We will request an extra counselor from Kid Power program to expand our ability to serve more students with social, emotional and behavioral issues on a regular basis. The Foundations Team will meet twice quarterly to analyze discipline referrals and implement plans to remediate the causative factors (ex. lack of supervision in the hallways, too many students on one playground at the same time).

4

S199106

Strategy Rationale

Regular counseling sessions may prevent conflicts resulting in discipline referrals to the office. Analyzing referral data regularly will allow for intervention plans to be implemented quickly to prevent subsequent referrals for similar incidents or in similar activities/locations.

Action Step 1 5

Secure the services of a Kid Power counselor and identify a 25 student caseload (problem solving team) for the counselor to service. Foundations team will meet regularly to revise behavior plans (school-wide) and activities. They will develop a positive behavior incentive plan. All new teachers will attend CHAMPS training. Paraprofessionals and school monitors will receive Positive Behavior Intervention training from District Specialist.

Person Responsible

Brandon Clayton

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Schedule and caseload for Kid Power counselor. Reduction in discipline referrals from past years.

Action Step 2 5

Conduct regular meetings of the Foundations Team to analyze student discipline referral data.

Person Responsible

Brandon Clayton

Schedule

Every 3 Weeks, from 8/17/2015 to 6/10/2016

Evidence of Completion

Agendas and minutes from Foundations Team meetings.

Action Step 3 5

Establish and implement plans to eliminate the contributing factors which can be controlled. (ex. increase supervision, reteach common area lesson plans for cafeteria behavior/rules).

Person Responsible

Brandon Clayton

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Reduction in discipline referrals

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Regular Foundations Team meetings (at least every other month). Team members will report on fidelity of implementation of all Foundation activities within their teams.

Person Responsible

Brandon Clayton

Schedule

Every 6 Weeks, from 8/17/2015 to 6/10/2016

Evidence of Completion

An overall reduction in the number of discipline referrals to the office compared to the same month in the prior two school years. A reduction in the discipline referrals of the type targeted by the Foundations Team. Minutes from Foundation Team meetings.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Assistant Principal will analyze referrals monthly.

Person Responsible

Brandon Clayton

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Completion of a checklist noting type, location and frequency of incidents to share with the Principal and Foundations Team.

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 attend the Teacher Academy to learn about the new Duval Reads materials and curriculum. Teachers will implement the new curriculum, using the new materials.	Clark, Mary Ann	6/15/2015	Attendance sheets from the Teacher Academy, school-based professional development agendas/calendars and CAST observation notes on ratings.	6/1/2016 daily
G1.B2.S1.A1	Professional development on Differentiated Instruction will be provided to teachers to equip them with strategies needed to plan and deliver instruction based on assessment data. Most of this differentiated instruction will take place during rotations. Therefore, adequate time must be made in the reading block for these rotations to occur. Also, the literacy coach will conduct a lesson study with grades 4 and 5 ELA teachers to analyze student work.	Clark, Mary Ann	8/17/2015	Successful application of the strategies learned during teacher training will be observed in the classroom walk-throughs by the leadership team and through peer observation. Lesson plans will note differentiated activities attached to individual students based on assessment data. Exit tickets and other assessments will show a steady increase in the number of students successfully accessing grade level text. Attendance by all grade 4 and 5 ELA teachers in lesson study conducted by the literacy coach will be monitored. Pacing of the ELA lessons will allow adequate time for rotations daily as observed in classroom walk-throughs.	6/10/2016 biweekly
G2.B1.S1.A1	Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teachers.	Clayton, Brandon	9/14/2015	Student progress will be monitored through data and progress monitoring reports; lesson plans will include activities for differentiation for specific students and groups; tutoring and after-school use of computers (i-Ready and Reflex Math) will be available. Administration monitoring of lesson plans and classroom instruction; math VLT agendas, tutoring logs, and RTI documentation.	6/10/2016 quarterly
G3.B1.S1.A1	5th grade science teachers will attend 90% of the district science training and will share information with other science teachers.	Lingren, Amy	9/14/2015	Classroom observations, district assessment results; documentation that all students participated in creating a science fair project. Regular attendance in exploration in science	6/10/2016 monthly

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Lone Star Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				lab; attendance at district science sessions.	
G4.B1.S1.A1	Secure the services of a Kid Power counselor and identify a 25 student caseload (problem solving team) for the counselor to service. Foundations team will meet regularly to revise behavior plans (school-wide) and activities. They will develop a positive behavior incentive plan. All new teachers will attend CHAMPS training. Paraprofessionals and school monitors will receive Positive Behavior Intervention training from District Specialist.	Clayton, Brandon	8/17/2015	Schedule and caseload for Kid Power counselor. Reduction in discipline referrals from past years.	6/10/2016 monthly
G1.B2.S1.A2	Student writing pieces will be analyzed for content and mechanics regularly by students and teachers using the State's writing rubric.			one-time	
G2.B1.S1.A2	Guided Math: A Framework for Math Instruction book study by the math VLT.	Burnett, Hellen	9/14/2015	VLT meeting minutes	6/10/2016 one-time
G3.B1.S1.A2	Science fair will be organized by the science VLT; all deadlines will be met and all district guidelines followed.	Lingren, Amy	9/19/2015	Documentation that all students participated in creating a science fair project. Attendance at district science sessions and science fair meetings.	6/10/2016 weekly
G4.B1.S1.A2	Conduct regular meetings of the Foundations Team to analyze student discipline referral data.	Clayton, Brandon	8/17/2015	Agendas and minutes from Foundations Team meetings.	6/10/2016 every-3-weeks
G2.B1.S1.A3	Peer observations of math classes followed by debriefing sessions.	Clayton, Brandon	9/14/2015	Observation notes and debriefing notes. Evidence of application of new ideas into practice.	6/10/2016 monthly
G3.B1.S1.A3	All grade levels will teach science weekly according to the master schedule.	Lingren, Amy	9/19/2015	Classroom observations, lesson plan checks.	6/10/2016 weekly
G4.B1.S1.A3	Establish and implement plans to eliminate the contributing factors which can be controlled. (ex. increase supervision, reteach common area lesson plans for cafeteria behavior/ rules).	Clayton, Brandon	8/17/2015	Reduction in discipline referrals	6/10/2016 monthly
G3.B1.S1.A4	Grade 5 science teachers will attend all district science trainings.	Lingren, Amy	9/19/2015	TDE leave forms; evidence of sharing information with science VLT and all other science teachers.	6/10/2016 one-time
G3.B1.S1.A5	Vistakon volunteers will plant gardens with students.	Lingren, Amy	9/19/2015	Vistakon volunteer lists; pictures of the activities.	6/10/2016 one-time
G1.MA1	Administrators will address evidence of the 4 Pillars in every formal and informal observation. Administration will meet with grade levels and individual teachers to analyze data and determine progress and next steps. Lesson plans will be checked during administrative walk-throughs to ensure that teachers are using the curriculum guides and are staying relatively close to the calendar suggested by the district. Reading Coach will engage in lesson study with fourth and fifth grade ELA teachers to problem solve barriers. The principal will request an additional reading interventionist to help our struggling readers.	Clark, Mary Ann	8/17/2015	Teacher data sheets tracking student progress and minutes from data chats. Percentage of teachers who meet their IPDP goals. Steady student growth on periodic assessments. Completion of feedback from teachers to assist the district in year end revisions of the curriculum.	6/10/2016 biweekly

Duval - 2331 - Lone Star Elementary School - 2015-16 SIP
Lone Star Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Teacher rubric scores from formal and informal CAST observations, student assessments results from formative and summative assessments such as district assessments, DAR, grade level common assessments, iReady, and Achieve 3000. Grade level meeting agendas and minutes will be submitted weekly to the principal.	Lingren, Amy	8/17/2015	Completion will be evidenced by student data that demonstrate continuous growth and mastery of grade level standards. Teachers will receive "Effective" or "Highly Effective" ratings on CAST rubric in all areas related to effective implementation of The 4 Pillars of Effective Instruction.	6/10/2016 weekly
G1.B1.S1.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from district tests, DAR, grade level assessments, iReady, and Achieve 3000 will be analyzed regularly during collaborative planning and during quarterly data chats with administrators. Evidence of data driven activities assigned to meet individual student needs will be observed during center rotations.	Lingren, Amy	8/17/2015	Teacher data sheets tracking student progress and minutes from data chats. Steady growth on periodic student assessments.	6/10/2016 biweekly
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	Administrators will monitor progress toward IPDP goals of math teachers and effective implementation of the curriculum during classroom walk-throughs, lesson plan checks, informal and formal observations, Math Vertical Team minutes and common planning time minutes.	Lingren, Amy	8/17/2015	Evidence of professional development sessions and notes from classroom observations sessions by district specialist and administrators; VLT meeting minutes.	8/17/2016 weekly
G2.B1.S1.MA1	Monitor student progress frequently and hold quarterly data chats with grade level teams. Disaggregate data by teacher to identify teachers who may need additional professional development.	Lingren, Amy	8/17/2015	Teacher data sheets, progress monitoring reports, data chats and Rtl monitoring.	6/10/2016 weekly
G2.B1.S1.MA1	Weekly lesson plan checks, walk-throughs, informal and formal observations, attendance by administrators in grade level collaborative planning sessions and grade level meeting minutes.	Lingren, Amy	8/17/2015	Administrator monitoring of classroom logs, grade level minutes, observation logs/rubrics. CAST next steps.	6/10/2016 weekly
G3.MA1	Science lab attendance will be monitored and a report will be sent to the principal on a monthly bases. Science fair participation will be monitored. Teachers will be held accountable for their science lab participation.	Lingren, Amy	9/14/2015	1. Student learning will be assessed through journals, formal assessments and exit tickets. 2. Submission of a science fair project by each class/student. 3. Regular attendance in Science Lab per resources schedule and attendance sheets.	6/3/2016 monthly
G3.B1.S1.MA1	Faculty and judges' assessment of the quality and quantity of science fair projects. Regular attendance report submitted monthly by science lab para-professional.	Lingren, Amy	9/14/2015	Data collected from formative assessments and fifth grade FCAT scores, and Science Fair documentation.	6/3/2016 monthly
G3.B1.S1.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs, the science fair; science lab attendance and through instructional discussions with teachers,	Lingren, Amy	9/14/2015	Every child or class will have a science fair project demonstrating their understanding and implementation of the scientific method. Science lab attendance will approach or exceed 80%. All classes will participate in planting/tending gardens.	6/3/2016 quarterly
G4.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	The Assistant Principal will analyze referrals monthly.	Clayton, Brandon	8/17/2015	Completion of a checklist noting type, location and frequency of incidents to share with the Principal and Foundations Team.	6/10/2016 monthly
G4.B1.S1.MA1	Regular Foundations Team meetings (at least every other month). Team members will report on fidelity of implementation of all Foundation activities within their teams.	Clayton, Brandon	8/17/2015	An overall reduction in the number of discipline referrals to the office compared to the same month in the prior two school years. A reduction in the discipline referrals of the type targeted by the Foundations Team. Minutes from Foundation Team meetings.	6/10/2016 every-6-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 consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, students' reading comprehension will improve.

G1.B1 1. The new curriculum and materials are unfamiliar to students and teachers.

G1.B1.S1 Following teacher training through the teacher academy and school based professional development, teachers will use explicit modeling of reading strategies in small groups with targeted students. Teachers will expose all students to grade level text and higher order questioning. Teachers will use new materials that engage students. Teachers will consistently use the Gradual Release Model and follow the new curriculum guides.

PD Opportunity 1

Teachers will attend the Teacher Academy to learn about the new Duval Reads materials and curriculum. Teachers will implement the new curriculum, using the new materials.

Facilitator

District ELA Specialist

Participants

Teachers and Administration

Schedule

Daily, from 6/15/2015 to 6/1/2016

G2. If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content) and follow the new curriculum guide with fidelity, the number of students reaching grade level proficiency targets in mathematics will increase.

G2.B1 No school Math Coach or Interventionalist. Infrequent district math support. Lack of sufficient knowledge and application of teaching strategies exist in math for many teachers. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher. Curriculum and materials are new to teachers and students. Tutoring funds from the district were reduced by 50%.

G2.B1.S1 Teachers will use supplemental instructional intervention for students using Reflex Math and i-Ready programs in before and after school tutoring and after-school during extended day. Ready Math materials will be provided for Tier II/Tier III students as determined by i-Ready baseline assessment scores. Teachers will adjust lesson pacing to make adequate time for rotations.

PD Opportunity 1

Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teachers.

Facilitator

Math VLT Lead Teacher, District Specialist, Administrator

Participants

Teachers and Administration

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

G3. If students are regularly involved in rigorous instruction and regularly participate in science explorations in the science lab, they will be able to demonstrate mastery of grade level science standards.

G3.B1 Students lack regular exposure to hands-on experiments. Some teachers are reluctant to attend the science lab with their students.

G3.B1.S1 All students will conduct regular investigations using the scientific method in the science lab and with their science fair individual and/or group project.

PD Opportunity 1

5th grade science teachers will attend 90% of the district science training and will share information with other science teachers.

Facilitator

District Science Specialist

Participants

Classroom Teachers

Schedule

Monthly, from 9/14/2015 to 6/10/2016

G4. If students regularly follow our Guidelines for Success, the number of formal discipline referrals to the office will be reduced from the past two years.

G4.B1 Some students come to school with significant emotional and behavioral issues.

G4.B1.S1 We will request an extra counselor from Kid Power program to expand our ability to serve more students with social, emotional and behavioral issues on a regular basis. The Foundations Team will meet twice quarterly to analyze discipline referrals and implement plans to remediate the causative factors (ex. lack of supervision in the hallways, too many students on one playground at the same time).

PD Opportunity 1

Secure the services of a Kid Power counselor and identify a 25 student caseload (problem solving team) for the counselor to service. Foundations team will meet regularly to revise behavior plans (school-wide) and activities. They will develop a positive behavior incentive plan. All new teachers will attend CHAMPS training. Paraprofessionals and school monitors will receive Positive Behavior Intervention training from District Specialist.

Facilitator

Administrator, Kid Power counselor, teachers

Participants

students

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend the Teacher Academy to learn about the new Duval Reads materials and curriculum. Teachers will implement the new curriculum, using the new materials.				\$0.00
2	G1.B2.S1.A1	Professional development on Differentiated Instruction will be provided to teachers to equip them with strategies needed to plan and deliver instruction based on assessment data. Most of this differentiated instruction will take place during rotations. Therefore, adequate time must be made in the reading block for these rotations to occur. Also, the literacy coach will conduct a lesson study with grades 4 and 5 ELA teachers to analyze student work.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2331 - Lone Star Elementary School			\$0.00
3	G1.B2.S1.A2	Student writing pieces will be analyzed for content and mechanics regularly by students and teachers using the State's writing rubric.				\$0.00
4	G2.B1.S1.A1	Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teachers.				\$0.00
5	G2.B1.S1.A2	Guided Math: A Framework for Math Instruction book study by the math VLT.				\$117.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2331 - Lone Star Elementary School			\$117.00
6	G2.B1.S1.A3	Peer observations of math classes followed by debriefing sessions.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2331 - Lone Star Elementary School			\$0.00
7	G3.B1.S1.A1	5th grade science teachers will attend 90% of the district science training and will share information with other science teachers.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2331 - Lone Star Elementary School			\$300.00
8	G3.B1.S1.A2	Science fair will be organized by the science VLT; all deadlines will be met and all district guidelines followed.				\$0.00

Budget Data						
9	G3.B1.S1.A3	All grade levels will teach science weekly according to the master schedule.				\$0.00
10	G3.B1.S1.A4	Grade 5 science teachers will attend all district science trainings.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2331 - Lone Star Elementary School			\$900.00
11	G3.B1.S1.A5	Vistakon volunteers will plant gardens with students.				\$0.00
12	G4.B1.S1.A1	Secure the services of a Kid Power counselor and identify a 25 student caseload (problem solving team) for the counselor to service. Foundations team will meet regularly to revise behavior plans (school-wide) and activities. They will develop a positive behavior incentive plan. All new teachers will attend CHAMPS training. Paraprofessionals and school monitors will receive Positive Behavior Intervention training from District Specialist.				\$0.00
13	G4.B1.S1.A2	Conduct regular meetings of the Foundations Team to analyze student discipline referral data.				\$0.00
14	G4.B1.S1.A3	Establish and implement plans to eliminate the contributing factors which can be controlled. (ex. increase supervision, reteach common area lesson plans for cafeteria behavior/rules).				\$0.00
					Total:	\$1,317.00