

Duval County Public Schools

San Mateo Elementary School



2015-16 School Improvement Plan

San Mateo Elementary School

600 BAISDEN RD, Jacksonville, FL 32218

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

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

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

San Mateo Elementary fosters academic excellence for all students emphasizing basic subjects, enrichment, and real life experiences. We believe this foundation prepares students for success in advanced studies.

Provide the school's vision statement

The vision of San Mateo Elementary is to empower students to reach their highest potential, develop a love of learning, and create socially responsible and productive citizens.

School Environment

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

San Mateo Elementary student body and teaching staff is comprised of various cultures. Our ultimate focus and goal is to build strong relationships and connections with teachers, parents and students. Our instructional leaders aim to build relationships with parents through various modes of communication (agenda books, newsletter, emails and phone calls) through out the school year. Teachers also complete student inventories in the beginning weeks of school to learn more about the individual interests and set academic goals. Students conference with teachers often, celebrate accomplishments and also analyze assessment data regularly with their teachers in order to set new more rigorous goals. Parent Portal is updated weekly by all teachers in order to provide parents with an up to date academic view of each student. Parent Messenger is also utilized weekly to provide parents with reminders of the weeks activities and upcoming events.

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

San Mateo Elementary provides a safe environment on campus before, during and after school daily. The majority of all classrooms are located within the main building and all doors are locked. Exterior doors are secured; students and staff gain entry with a pass key only. Staff serve on AM and PM duty in the hallways, classrooms, cafeteria, and in all common areas to ensure the safety of students. Our guidance counselor established a "Be the Change Bully Club" that meets bi-monthly after school with students for open group discussions regarding bullying and making positive choices to make a change. Monthly safety drills are completed to ensure students are aware of procedures during various drills.

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

San Mateo Elementary utilizes C.H.A.M.P.s in all classrooms to guide student behavior. Positive Paws are also incorporated as a positive behavior incentive for all classrooms. Classrooms can earn Paw Points with great cafeteria, hallway and common area behavior. Any staff can honor a classroom with a Paw Point. Classes that earn 25 Paw Points are granted a Popcorn or Popsicle party. Additionally, students have the opportunity to be chosen as the Student of the Month based on their

behavior and recommendations from teachers and classmates. Primary classrooms utilize card flips and daily behavior grades in the agenda books while our intermediate classrooms utilize the traveling clipboards and weekly behavior grades to monitor student behavior. Students attended a Behavioral Assembly during the first week of school to review the behavior expectations during the instructional day and during recess.

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

San Mateo Elementary has a full time guidance counselor to work with small groups of students and to provide monthly classroom guidance lessons. The guidance counselor also serves as the leader for the monthly Multi Disciplinary Referral Team meetings. Teachers and parents can refer students to speak with the guidance counselor for social or emotional needs. The guidance counselor and teachers work collaboratively when crafting Functional Behavior Assessments or positive emotional plans to ensure student success. A military guidance counselor also visits San Mateo Elementary three times weekly to provide additional guidance support for our military students or families who may be new to San Mateo Elementary. Special assistance is also provided for students who may be struggling with separation from a parent due to deployment or a recent relocation.

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

The following data is used to provide an early warning system:

1. Students with ten or more absences.
2. Students who are frequently late or leave early.
3. Students with referrals and suspensions
4. Retention students
5. Overage students
6. Tier 2 and Tier 3 students

Students in the bottom quartile and those on the bubble are tracked through data forms. Identified students with the above indicators are monitored for progress and receive interventions as needed.

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	10	4	3	8	10	4	39
One or more suspensions	4	3	3	19	5	0	34
Course failure in ELA or Math	4	1	5	2	0	4	16
Level 1 on statewide assessment	0	0	0	0	0	7	7
	0	0	0	0	0	0	
	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 K	Total
Students exhibiting two or more indicators	1	1

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

San Mateo Elementary provides differentiated instruction for all students. In addition, teachers provide remediation opportunities and tier III interventions. Student data is monitored closely to determine student growth, specific standards to focus and instructional next steps to consider. Differentiated centers are created using the most up to date data. Student groups are fluid and monitored by teachers and administration.

Attendance and Tardies

Monthly attendance meetings are held to monitor student absences and tardies. The Guidance Counselor, School Administrators and District Social Worker attend the meetings to provide strategies to improve student attendance. The AIT team also tracks the progress of all students to ensure that attendance issues have been rectified.

Collaborative Problem Solving Problem Team

Collaborative Problem Solving Team meetings are organized by the school Guidance Counselor. The meetings provide teachers an opportunity to assist students with academic or behavior concerns that are impacting academic progress. Data is collected by the classroom teachers and specific goals and plans are created at the meeting. The team monitors the plans to determine next steps and areas of growth for the student.

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

The Parental Involvement Targets at San Mateo include increasing the parent involvement and academic awareness of all parents. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the School Advisory Council members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. School Advisory Council meetings are held monthly and general PTA meetings are held bi-monthly.

Our goal is to increase participation by all parent support groups. Parent survey results are reviewed by the School Advisory Council and parent involvement members to determine necessary changes.

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

San Mateo Elementary actively seeks new business partners annually to assist with instructional and mentoring support. Working collaboratively with our PTA and SAC, San Mateo has established many business partners with local businesses and churches in and around our immediate neighborhood. Our business partners provide support to our staff and students during Pre-planning, Orientation, Open House, Reading Celebrations, and FSA Rally's. We also have a business partner that provides monetary support for students who are unable to afford field trips and lunch daily. Recognition in our monthly newsletters, website and parent communication is provided in support of our business partners.

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
Wells, Caroline	Principal
Demps, Deitra	Assistant Principal
Chatmon, Antionette	Instructional Coach
Erickson, Erin	Teacher, K-12
Zeiler, Linda	Teacher, ESE
Monte, Duane	Guidance Counselor
Bowman, Mandy	Teacher, K-12
Hoggard, Lina	Teacher, K-12
Ulrich, Megan	Teacher, K-12
Thomas, Sarah	Teacher, K-12
Whorton, Rachel	Teacher, K-12
Madison, Geraldine	Teacher, K-12
Gardner, Rhoda	Teacher, K-12

Duties

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

Caroline Wells, Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Deitra Demps, Assistant Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers (Primary/ Intermediate) - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Antoinette Chatmon, Instructional Coach - Provides information about core instruction, participates in

student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Duane Monte, Guidance Counselor / Facilitator - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Geraldine Madison & Rhoda Gardner, ESE Liaison - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Rachel Whorton, Speech Pathologist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Acoff, District ESE Rep. – Analyzes data collected from teachers regarding students. Provides student assessments for next steps for teacher and RTI team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Team will meet every monthly to engage in the following activities:

- Identify students at risk
- Share best practices
- Problem solve
- Identify professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Workshop Model

In addition the Administrative Leadership Team which includes the principal, assistant principal and instructional coaches meet weekly to monitor the process of RTI, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

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

The MTSS Team will develop a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

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

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Caroline Wells	Principal
Stephanie Hawkins	Parent
Lory Aten	Parent
Joseph McCarthy	Business/Community
Wanda Swan	Parent
Ronda Simmonds	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Committee was provide with a draft of the SIP and given an opportunity to provide input and feedback. The administrative team present the SIP and academic goals to the SAC on a regular basis. Student data was shared and analyzed as a school.

Development of this school improvement plan

SAC committee will be given an opportunity to provide input to the SIP plan initially and provide input during the mid-year review of targets and goals. The SAC will meet on the last Thursday of each month at 8:00 a.m. An agenda will be provided for parents prior to the meeting date. The meeting minutes will also be reviewed from the previous meeting for approval.

Preparation of the school's annual budget and plan

The School Advisory Council meet monthly to discuss the school's annual budget and instruction focus as it relates to the School Improvement Plan.

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

Provide instructional support for the classrooms with tutoring and instructional materials.

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
Wells, Caroline	Principal
Demps, Deitra	Assistant Principal
Chatmon, Antionette	Instructional Coach
Smolen, Kayla	Teacher, K-12
Erickson, Erin	Teacher, K-12
Hoggard, Lina	Teacher, K-12
Ulrich, Megan	Teacher, K-12
Simmonds, Ronda	Teacher, K-12
Bowman, Mandy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading of all students. Specific professional development for the staff will include:

The implementation of Florida Standards in K-5 grades, gradual release instruction, close reading/text complexity, focus on Writing, and training of new district reading initiatives.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RtI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provide professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work, Professional Learning/Collaboration. In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Every classroom teacher has 4 days of common planning each week for 50 minutes. The Principal, Assistant Principal, Reading Coach and/or Math Interventionist provide instructional support during a common planning session each week. Half day Data Chats will be hosted quarterly for each grade-level. This professional development opportunity provides each team more time to analyze data deeply, craft instructional pacing guides or strategically compare lesson plan objectives to the Florida Standards and Item Specifications. Refresher trainings will be offered before and after school for teachers.

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

The administrative team will recruit new teachers by marketing the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring process.

San Mateo Elementary supports new teachers with a mentor program. These staff members are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. The School

Professional Development Coordinator, leads the school's mentor program and works closely with the principal with teacher mentor assignments.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is led by school administration, Caroline Wells - Principal and Deitra Demps - Assistant Principal, and PLC Leads.

Other strategies include providing collaboration time during the school day; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. The school administration and coach monitor and support this process.

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

All new teachers participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator). Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities.

Requirements of the program include for the beginning teacher(s) are:

- * Complete Novice Teacher Self-Assessment.
- * Conduct two observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
- * Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.
- * Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
- * Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
- * Complete CHAMPS class and follow-up requirements.
- * Complete DCPS Code of Ethics class.
- * Attend school-based MINT meetings.
- * Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.

Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided on FOCUS (the school grade book program), Performance Matters

(district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.

In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

San Mateo Elementary 2015-2016 Mentors/Mentees

Mrs. Lina Hoggard (First Grade Teacher) will be mentored by Ms. Rhonda Simmonds. Ms. Simmonds is a veteran kindergarten teacher with a wealth of experience and an expansive knowledge base in data-proven teaching strategies.

Marquise Parker (Fourth Grade Teacher) will be mentored by Ms. Terrie Williams. Ms. Williams is a 5th grade Language Arts veteran teacher with a proven track record of providing students an engaging

classroom environment and multiple opportunities to reach grade level proficiency.

Mrs. Coram (Fourth Grade Teacher) will be mentored by Ms. Rondia Leach. Ms. Leach is a veteran second grade teacher with a wealth of knowledge in analyzing data and providing enrichment and remediation opportunities to meet the needs of all learners.

Mr. Michael McCormick (Second Grade Teacher) will be mentored by Ms. Kristen Kimery. Ms. Kimery will provide guidance on thoroughly understanding the content and the Test Item Specifications. This will allow Mr. McCormick to have a deeper understanding of the content and the grade level proficiency standards for the students in the classroom.

Mrs. Ulrich (Third Grade Teacher) will be mentored by Mrs. Bruinsma. Mrs. Bruinsma is a veteran fifth grade teacher with a data-proven track record. Mrs. Bruinsma will assist Mrs. Ulrich with understanding how to analyze data to meet the needs of of all students.

Ms. Pierce (Math Interventionist) will be mentored by Mrs. Megan Smith. Mrs. Smith is a veteran first grade teacher with a wealth of knowledge stemming from teaching primary as well as intermediate students. Mrs. Smith will assist Ms. Pierce with understanding the needs of learners and using the various learning styles to help students reach their potential.

Taylor Peterson (Art Teacher) will be mentored by Mrs. Whorton. Mrs. Whorton is a Speech Language Pathologist with wide-range skill set. Mrs. Whorton will provide Ms. Peterson will a variety of tools and strategies that can be used with students.

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 DCPS Curriculum Guide is utilized by all grade-levels to guide lesson planning and standard focus for each week. Teachers compare the Curriculum Guides along with the Florida Standards to ensure the depth and rigor of lessons meet the expectations for learning. Teachers also use CBC Boards to provide students with a point of reference when introducing or reviewing the purpose of lessons.

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 Curriculum Assessment baseline data, Achieve 3000 data, and I-Ready Reading data (K-2) and I-Ready Math data (K-5) to create their instructional groups based on needs. Students who are having difficulty meet with the teacher in small groups a minimum of three times per week as well as being assisted at other points during the day. The assignments are tiered to allow students to achieve mastery in order to build proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 120

Certified teachers will use I-ready computer based assignments for forty-five minutes per week per grade level. Extended Day also provides homework help for all students enrolled in the extended day program for one hour per day.

Strategy Rationale

Students are recommended by teachers based on assessment and observational data in order to target who needs the assistance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wells, Caroline, wellsc@duvalschools.org

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

Teachers will review I-Ready student data and instructional profiles to determine the next steps.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. When parents enroll their child, the student will be given a baseline assessment to determine their prerequisite skills coming into Kindergarten. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and neighboring child care center students and families announcing upcoming events and expectations for school. During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers use data effectively to plan for and implement rigorous, tiered and differentiated learning opportunities for all students, then learning gains will increase.
- G2.** If students and staff feel safe and valued, then the school will foster a productive learning environment where students feel safe to take academic risks; thereby creating a positive school climate and culture for all stakeholders.

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 all teachers use data effectively to plan for and implement rigorous, tiered and differentiated learning opportunities for all students, then learning gains will increase. 1a

G071956

Targets Supported 1b

Indicator	Annual Target
	76.0

Resources Available to Support the Goal 2

- Classroom Teachers
- Blended Learning Diagnostics/Progress Monitoring
- School Instructional Coaches and District Specialists
- Curriculum Guides
- LAFS/MAFS Test Item Specifications
- Achieve 3000 (Grades 3-5)
- Data Chats
- Professional Learning Communities
- Curriculum Guides
- Common Planning Time
- VE and Gifted Teachers

Targeted Barriers to Achieving the Goal 3

- Students reading below grade level.
- Limited differentiation of instruction for students needs.
- High ability/gifted students underperforming

Plan to Monitor Progress Toward G1. 8

Teachers will administer regular assessments, as well as District mid-module assessments to analyze and determine additional instructional needs. Administration will monitor lesson plans and gradebooks.

Person Responsible

Caroline Wells

Schedule

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

Evidence of Completion

Classroom Observations, Student Grades, Lesson Plans (page 2-differentiated instruction), Student Work

G2. If students and staff feel safe and valued, then the school will foster a productive learning environment where students feel safe to take academic risks; thereby creating a positive school climate and culture for all stakeholders. 1a

G071957

Targets Supported 1b

Indicator	Annual Target
	77.0

Resources Available to Support the Goal 2

- District Specialist
- Professional Learning Community Meetings
- Curriculum Guides
- Common Planning
- Curriculum Materials

Targeted Barriers to Achieving the Goal 3

- Teachers are not familiar with new curriculum and materials

Plan to Monitor Progress Toward G2. 8

Shifts in instructional practice reflecting a deeper understanding and implementation of the district curriculum.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Classroom Observations, Lesson Plans, Student Work

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 all teachers use data effectively to plan for and implement rigorous, tiered and differentiated learning opportunities for all students, then learning gains will increase. **1**

 G071956

G1.B1 Students reading below grade level. **2**

 B187632

G1.B1.S1 Teachers will use district module assessments as well lexile levels to form groups to meet with below level students during reading center time. Students below level will meet with teacher at least three times per week.. **4**

 S199143

Strategy Rationale

Students will receive more individualized instruction. Tier II and Tier III support will be provided to students to assist with acquiring the prerequisite skills that are needed to meet grade level proficiency.

Action Step 1 **5**

Teachers will use i-Ready, Achieve 3000 with students during their reading center time.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Progress monitoring of the program through online resources.

Action Step 2 5

Analysis of Data to continually identify our at risk students and enrichment students for small group instruction and Rtl time.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Data Notebooks, Lesson Plans, Rtl, and student work

Action Step 3 5

Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers will work to build comprehension strategies using the gradual release model. Guided Reading will take place on a daily basis. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books. Teachers will be using the gradual release model to provide modeling of reading skills and strategies. Students will participate in novel students and literature circles.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Lesson plans, CAST observations, focus walks,

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

Focus Walks, monitoring of data using Inform and Insight, RtI/MTSS lesson plans, and evidence of progress monitoring through regular Data Chats, weekly checks of lesson plans and gradebook.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Data Notebooks, lesson plans, Performance Matters data, CGA Baseline and Curriculum Mid-Module Results, Gradebook

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

Observations, progress monitoring using CGA Baseline assessments, Mid-Module Assessments and I-Ready baseline/progress monitoring data and classroom assessments

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Data from Curriculum Baseline Assessments, Mid-Module assessments, gradebook, and Performance Matters

G1.B2 Limited differentiation of instruction for students needs. 2

B187633

G1.B2.S1 All teachers will implement the DCPS Instructional Framework Model with fidelity. Teachers will effectively plan tier II interventions for students based on current data. Teachers will form fluid groups and monitor student progress. 4

S199144

Strategy Rationale

Students will receive individualized instruction to meet their needs and will be able to demonstrate growth on school and district assessments.

Action Step 1 5

Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time during the school day

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Lesson plans, CAST observations and focus walks

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

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Instructional Coach. The school-based Instructional Coach will record minutes from Common Planning sessions and debrief with administration following each session as well as provide support on the implementation of the Instructional Framework as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Lesson Plans, Meeting Minutes, Agendas, Data Chats

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

Lesson Plans (to include DCPS Instructional Framework), Classroom Walk-Throughs ,Formal/ Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes

Person Responsible

Caroline Wells

Schedule

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

Evidence of Completion

Lesson Plans, focus walks, and data

G2. If students and staff feel safe and valued, then the school will foster a productive learning environment where students feel safe to take academic risks; thereby creating a positive school climate and culture for all stakeholders. 1

 G071957

G2.B1 Teachers are not familiar with new curriculum and materials 2

 B187635

G2.B1.S1 Create grade level model classrooms to assist with curriculum implementation. 4

 S199146

Strategy Rationale

Peer observation feedback and discussions will provide support and resources for teachers to strengthen instructional delivery.

Action Step 1 5

Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/ or early release days.

Person Responsible

Caroline Wells

Schedule

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

Evidence of Completion

Sign in sheets, Agendas, Data Notebooks, Lesson Plans

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

Ensure PD translates into effective Classroom instruction

Person Responsible

Caroline Wells

Schedule

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

Evidence of Completion

Lesson Plans, Data Notebook, Classroom Observation

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

Effective teaching strategies will be monitored to ensure the curriculum is implemented with fidelity.

Person Responsible

Caroline Wells

Schedule

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

Evidence of Completion

Classroom Walkthroughs, Teacher Observation Feedback, Lesson Plans

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 i-Ready, Achieve 3000 with students during their reading center time.	Demps, Deitra	9/21/2015	Progress monitoring of the program through online resources.	6/3/2016 daily
G1.B2.S1.A1	Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time during the school day	Demps, Deitra	9/21/2015	Lesson plans, CAST observations and focus walks	6/3/2016 weekly
G2.B1.S1.A1	Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/or early release days.	Wells, Caroline	9/21/2015	Sign in sheets, Agendas, Data Notebooks, Lesson Plans	6/3/2016 biweekly
G1.B1.S1.A2	Analysis of Data to continually identify our at risk students and enrichment	Demps, Deitra	9/21/2015	Data Notebooks, Lesson Plans, Rtl, and student work	6/3/2016 weekly

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San Mateo Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students for small group instruction and RtI time.				
G1.B1.S1.A3	Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers will work to build comprehension strategies using the gradual release model. Guided Reading will take place on a daily basis. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/MTSS and small groups using high interest books. Teachers will be using the gradual release model to provide modeling of reading skills and strategies. Students will participate in novel students and literature circles.	Demps, Deitra	9/21/2015	Lesson plans, CAST observations, focus walks,	6/3/2016 weekly
G1.MA1	Teachers will administer regular assessments, as well as District mid-module assessments to analyze and determine additional instructional needs. Administration will monitor lesson plans and gradebooks.	Wells, Caroline	9/21/2015	Classroom Observations, Student Grades, Lesson Plans (page 2-differentiated instruction), Student Work	6/3/2016 weekly
G1.B1.S1.MA1	Observations, progress monitoring using CGA Baseline assessments, Mid-Module Assessments and I-Ready baseline/progress monitoring data and classroom assessments	Demps, Deitra	9/21/2015	Data from Curriculum Baseline Assessments, Mid-Module assessments, gradebook, and Performance Matters	6/3/2016 weekly
G1.B1.S1.MA1	Focus Walks, monitoring of data using Inform and Insight, RtI/MTSS lesson plans, and evidence of progress monitoring through regular Data Chats, weekly checks of lesson plans and gradebook.	Demps, Deitra	9/21/2015	Data Notebooks, lesson plans, Performance Matters data, CGA Baseline and Curriculum Mid-Module Results, Gradebook	6/3/2016 weekly
G1.B2.S1.MA1	Lesson Plans (to include DCPS Instructional Framework), Classroom Walk-Throughs ,Formal/Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes	Wells, Caroline	9/21/2015	Lesson Plans, focus walks, and data	6/3/2016 weekly
G1.B2.S1.MA1	Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Instructional Coach. The school-based	Demps, Deitra	9/21/2015	Lesson Plans, Meeting Minutes, Agendas, Data Chats	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Instructional Coach will record minutes from Common Planning sessions and debrief with administration following each session as well as provide support on the implementation of the Instructional Framework as needed. Administration will review teachers' lesson plans each week to check for the implementation of the DCPS Instructional Framework as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.				
G2.MA1	Shifts in instructional practice reflecting a deeper understanding and implementation of the district curriculum.	Demps, Deitra	9/21/2015	Classroom Observations, Lesson Plans, Student Work	6/3/2016 weekly
G2.B1.S1.MA1	Effective teaching strategies will be monitored to ensure the curriculum is implemented with fidelity.	Wells, Caroline	9/21/2015	Classroom Walkthroughs, Teacher Observation Feedback, Lesson Plans	6/3/2016 weekly
G2.B1.S1.MA1	Ensure PD translates into effective Classroom instruction	Wells, Caroline	9/21/2015	Lesson Plans, Data Notebook, Classroom Observation	6/3/2016 weekly

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 all teachers use data effectively to plan for and implement rigorous, tiered and differentiated learning opportunities for all students, then learning gains will increase.

G1.B2 Limited differentiation of instruction for students needs.

G1.B2.S1 All teachers will implement the DCPS Instructional Framework Model with fidelity. Teachers will effectively plan tier II interventions for students based on current data. Teachers will form fluid groups and monitor student progress.

PD Opportunity 1

Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time during the school day

Facilitator

Antionette Chatmon, Deitra Demps

Participants

All Instructional Staff

Schedule

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

G2. If students and staff feel safe and valued, then the school will foster a productive learning environment where students feel safe to take academic risks; thereby creating a positive school climate and culture for all stakeholders.

G2.B1 Teachers are not familiar with new curriculum and materials

G2.B1.S1 Create grade level model classrooms to assist with curriculum implementation.

PD Opportunity 1

Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/or early release days.

Facilitator

School Instructional Coaches; Administration

Participants

Classroom Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will use i-Ready, Achieve 3000 with students during their reading center time.	\$0.00
2	G1.B1.S1.A2	Analysis of Data to continually identify our at risk students and enrichment students for small group instruction and Rtl time.	\$0.00
3	G1.B1.S1.A3	Kindergarten and first teachers will focus on the alphabetic principle in order to build the mechanics of reading and build fluency which leads to comprehension. Teacher will use Making Words curriculum to lead students through a systematic and sequential phonics curriculum to help them practice with the phonemic awareness, skills of segmenting and blending to make new words. Second Grade will also focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers will work to build comprehension strategies using the gradual release model. Guided Reading will take place on a daily basis. In the intermediate grades, effective instruction is needed to accelerate their reading growth of those students who are not on grade level. Teacher will scaffold instruction initially, start with easy reading materials, and gradually but systematically lead students to success with their grade-level materials. Below-level readers in the upper grades will practice mechanics of reading (phonics, structure) in isolation during RTI/ MTSS and small groups using high interest books. Teachers will be using the gradual release model to provide modeling of reading skills and strategies. Students will participate in novel students and literature circles.	\$0.00
4	G1.B2.S1.A1	Teachers will participate in ongoing professional development on the implementation of DCPS Instructional Framework, which is inclusive of differentiated instruction practices. They will also have common planning time during the school day	\$0.00
5	G2.B1.S1.A1	Create a calendar of PD opportunities for teachers to attend during common planning, PLC's and/or early release days.	\$0.00
Total:			\$0.00