

Hendricks Avenue Elementary School



2015-16 School Improvement Plan

Hendricks Avenue Elementary School

3400 HENDRICKS AVE, Jacksonville, FL 32207

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	23%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

Provide the school's vision statement

Hendricks Avenue Elementary is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy, and culturally diverse world.

School Environment

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

The school learns about students' cultures through a variety of formal and informal ways. At the beginning of the year, teachers administer interest surveys and inventories in order to learn about their students' backgrounds and preferences for learning styles. Teachers also review all of their cumulative folders of their incoming classes during pre-planning to learn about student academic histories and family cultures. All classroom teachers complete a student information card for the upcoming teacher to share information about the student and provide the new teacher with insight and background about the student. Teachers use the first week of school to establish expectations with students and build new relationships with students through class learning activities. These class learning activities create opportunities for team building and accepting student differences within the classroom. The teachers have morning meetings prior to the beginning of the instructional day. These meetings provide an opportunity to get to know students and to find out about their likes/dislikes/problems/concerns. This also allows a time for students to build relationships with one another and understanding important events in one another's lives. During instructional time the students and teacher engage in conferencing about student work. In addition, students conference with one another about ways to improve their work.

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

The Foundations team meets throughout the year to establish and refine rituals and routines for before, during, and after school. Before school, students in grades K-5 sit outside of their classrooms in the hallways and follow established rituals and routines to read quietly or talk at a whisper level with one another. Adults are actively monitoring the students in all hallways to ensure student safety and provide students with an adult to positively greet the students before the school day begins. During school, teachers and staff have developed rituals and routines for classroom, hallway, cafeteria, and resource behavior. Students practice these routines during the first week of school and are reinforced with positive rewards for following these rituals and routines on a daily basis. The administration and cafeteria staff have created a positive cafeteria system to reinforce the rituals and routines of the cafeteria through rewards of additional recess minutes (or alternative activity) with the administrators once a month. After school, the foundations team has created a dismissal process that ensures student dismissal is conducted in a safe and positive way. The school utilizes the front and back for two carpool areas. This alleviates the overflow of all students being in one area. The front carpool is for students in grades 2-5 and the back carpool is for students in grades K, 1, and siblings

of those K/1 students. Walkers, bus riders, and extended day students all have dedicated locations to report after school with adult supervision escorting students to their location for dismissal. Students are only dismissed to adults with their corresponding dismissal tag. Adults that do not have a tag are directed to the office to verify identification and student pick up information. The tag system allows faculty and staff to ensure that students are released to the proper adult during dismissal time. The school recognizes classes and individual students with the use of a positive behavior referral. Students that are exhibiting the seven habits are rewarded by faculty and staff before, during, and after school to reinforce the rituals and routines of the school. Students that receive a positive referral are recognized by administration through our morning show and a "school themed" pencil (for their first positive referral).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavior system in place that minimizes distractions and helps to facilitate student engagement is the use of rituals and routines throughout the school. Each teacher and faculty member was trained during teacher pre-planning on the discipline process and the Elementary Student Code of Conduct. Teachers were provided with protocols for disciplinary incidents along with the consistent consequences that follow a student infraction. During the first week of school the administration and resource teachers held Code of Conduct Assemblies to review behavior expectations and the rituals and routines in place to support our schoolwide behavioral system. Students were introduced to the seven habits and the positive behavior system during these assemblies. As well as given instruction on behavior expectations while on the playground and at recess. When a student is sent of the office, the administration follows the district's protocol in processing a discipline referral. The foundations team analyzes discipline data throughout the year to identify trends in behavior and possible solutions in eliminating student misbehavior in areas of focus.

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

Hendricks Avenue Elementary School ensures that every student has equitable access to a state certified school counselor, as well as a comprehensive school counseling program that provide services to address their social-emotional needs through the use of:

- * Individual and group counseling
- * Schoolwide mentorship program
- * Classroom guidance lessons
- *Seven Habits of Happy Children (Classroom/school lessons and implementation)
- *Positive Behavior System (Classroom/Schoolwide)
- *Outside Agency referrals (Full Service, MHRC, Child Guidance, CRISIS)
- *HAPI Tutoring/Mentoring Partnership with Southside United Methodist Church
- *School District Support Personnel

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

At the beginning of the year, the faculty and staff are trained on the school's early warning system through information provided in the faculty handbook. Topics are discussed in relation to behavioral concerns, abuse, crisis situations, guidance services, and the discipline process. The faculty and staff were given steps and procedures to follow when a student is identified from the school's early

warning system. When a student has chronic behavior problems, the first step is to make contact with the parent/guardian. The next step would be to seek collaborative support among the teacher, guidance counselor, and administration. Students with excessive tardiness and/or absenteeism were referred to the attendance social worker or truant officer to schedule an attendance intervention team meeting. Parents will be notified in writing of the date(s) that their child was absent/tardy from school. The attendance intervention team would discuss the attendance concern with parents and provide the family with support and resources to resolve the attendance issue.

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	26	34	33	25	20	19	157
One or more suspensions	2	1	0	1	0	0	4
Course failure in ELA or Math	3	5	1	0	0	0	9
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	31	38	38	38	46	37	228

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

Students who exhibited two or more early warning indicators will be identified and supported. This year we are implementing mentoring groups that will focus on our bottom quartile students in reading and math. Our bottom quartile students include the lowest 25% of our 4th and 5th grade students. Their progress on formal and informal assessments will be monitored to determine what supports and resources are needed to ensure they are meeting grade level expectations. The leadership team will conduct data chats at the middle and end of the nine weeks. During those times, students who exhibit excessive tardies and absences will be identified for closer monitoring. It is our goal to be proactive by implementing interventions for those students who exhibit early warning signs.

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

Our goal for 2015-2016 school year is to increase the number of documented volunteer hours to 11,000. During the 2014-2015 school year we had a documented number of 10,000+ volunteer hours. The school works at building positive relationships in many of those ways. One of the ways that we are working to increase involvement and keep parents informed is through effective communication. This includes; PTA sends monthly newsletters, teachers send weekly emails with updates/important information/week at a glance for the upcoming week (includes important dates, reminders, as well as academic objectives for reading and math for the upcoming week). In addition, the school sends phone blasts to communicate about important upcoming events. Teachers utilize sign-up genius for parent conferences and encourage parents to sign-up for a conference at least twice a year. Another way that we plan to keep parents involved is through our various PTA/FOH sponsored family events; Family Fitness Night, School spirit nights at various local restaurants, Cultural Arts Night, Fine Arts Night, Family Supper Night/Book Fair, Friends of Hendricks Walk-a-thon, school carnival, grade level plays/musicals, chorus productions, and Florida State Assessment night for 3rd, 4th, and 5th grade students. By sending regular progress reports and encouraging parent conferences throughout the school year, parents are able to stay informed of their child's progress. Parents are also encouraged to sign-up for and utilize the District's Grade Portal, Focus, to monitor their child's grades/progress throughout the course of the year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by encouraging and building partnerships through community and school functions. Community partners are encouraged to partner with the school through parent involvement functions and family nights. The school is in partnership with a 501c organization, called Friends of Hendricks that was created in an effort to raise funds for the school through local community and business partners. Through the partnership with Friends of Hendricks, the school successfully hosts a spring walkathon, in which active business and community partners are invited to attend and raise awareness for their business while helping the school raise funds for needed resources. During the 2014-2015 school year, the Friends of Hendricks in conjunction with the school's support raised a total of \$60,000 + in funds to purchase the following; individual/grade level teacher grant requests, after school math and reading academy for 3rd, 4th, and 5th grade students (both remediation and enrichment), supply money of \$100 for each teacher, supply money for office/school-wide use, and a computer laptop cart with 25 laptops that can be utilized by all classrooms in the building (once we are wireless). Faculty and staff also participate in quarterly spirit nights at local businesses to bring awareness to the business, as well as raise funds for the school. Through the partnership of Friends of Hendricks, the school was able to fund a 12 week after school tutoring program in reading and math for any student interested in attending. The program provided enrichment for students that were at grade level and also provided remediation for those students that were struggling with grade level concepts. Hendricks has an active partnership with Southside United Methodist Church. Through this partnership, the church sends a team of high school students every Wednesday to tutor and mentor students in an after school program called HAPI (Hendricks Avenue Partnership Initiative). In addition to providing the school with funding support, the local businesses are also partnered to help reach the social and emotional needs of our students. This year, Southside United Methodist has established and opened a house on the church's property and collects items for students/families in need of clothes, shoes, household items, and other necessary items they may need at school and/or home. Hendricks Avenue Elementary is also partnered with Blessings in a Backpack this year. This program allows families in need of food to receive a packed backpack full of groceries each weekend.

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
Healy, Lacy	Principal
Van Gundy, Vicki	Guidance Counselor
York, Amanda	Instructional Coach
McClain, Tiffanie	Assistant Principal

Duties

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

The MTSS (formerly known as Rtl) team along with the Hendricks Avenue Elementary Vertical Learning Communities (ELA, math, and science), Safe and Civil Schools Committee, and grade level chairs all meet to analyze grade level and school-wide data to determine more effective strategies for meeting the academic and behavioral needs of our students. Central to our focus is the following:

- 1) What do our students need to be able to know and do?
- 2) What professional practices and resources will help us to achieve our goals?
- 3) What criteria will be used to determine mastery of our goals?

The leadership team also meets to ensure that students are showing academic growth. The team discusses data, instruction, and professional development. The leadership team discusses the needs of the school and students and determines next steps for the week. By observing in classrooms on a weekly basis, the team is able to coach and mentor the teachers to improve student achievement. The team reads professional development material together in order to stay abreast of current best practices and determines how to best help the staff. Together the team looks at school wide instructional practices and makes decisions together that will help the staff grow as professionals and impact student achievement. The Administration conducts regular classroom walk-throughs and observations throughout the year. Through collaboration among the Administration, Instructional Coach, and Guidance Counselor the team will identify and plan for professional development based on school 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-based MTSS Leadership Team (Principal, Assistant Principal, Instructional Coach, Guidance Counselor, primary and intermediate representative, ESE, and District Instructional Support Personnel) will meet monthly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1 - research based and differentiated instructional practices implemented with fidelity) is in place, the team will work with the grade level teams to identify those students needing Tier 2 support. The identified students will receive secondary level interventions through Rtl small group support led by classroom teachers, ESE teachers, and our newly hired part-time hourly intervention specialist. Students not making adequate progress through this level of support will be referred to the Rtl team for a Tier 3 (tertiary) intervention plan. These highly individualized plans will focus on level of support, intensity, and duration of support. The MTSS team will monitor and have discussion on the Tier III students on a monthly basis. Parents will be invited to be a part of the team/process. This will ensure proactive communication with all stakeholders as well as the parents of the students being monitored.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lacy Healy	Principal
Jason Evert	Parent
Paul Bueker	Parent
Leslie Devooght	Parent
Jay Farhat	Business/Community
Joy Shakib	Teacher
Virginia Patsy	Teacher
Cheryl Pearthree	Teacher
Kayla Devenburg	Parent
Lauren Husband	Parent
Darline Jones	Parent
Peter Kiernan	Parent
Mark MacLean	Parent
Lara Nezami	Parent
Doug Oberdorfer	Parent
Cindy Pearson	Parent
Victoria Poor	Parent
Alan Ridge	Parent
Brittany Schupp	Parent
Andrea Shaw	Parent
Cassius Wilcox	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews the School Improvement Plan at the monthly meetings and provides feedback to the school's leadership and staff. Members of SAC are encouraged to share additional strategies or discuss the progress made on the school's goals. At the Mid- Year review the leadership team shares up-to-date student data/progress and discusses the improvements/areas of concern noticed the first half of the year. During this review we are able to celebrate success, analyze current data, and determine next steps.

Development of this school improvement plan

SAC meets at the beginning of the year to provide input/review the School Improvement Plan. SAC will review school performance data and assist in determining the cause of low performance.

Preparation of the school's annual budget and plan

The School Advisory Committee reviews the budget. The committee also reviews the schools goals and progress in order to determine how SAC funds can best be utilized.

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

Utilize SAC funds to hire teachers for after school Reading and Math Academy (both remediation and enrichment)- \$8,000

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

We are in compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Healy, Lacy	Principal
Van Gundy, Vicki	Guidance Counselor
McClain, Tiffanie	Assistant Principal
York, Amanda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) meets monthly to review current data (i-Ready Reading, i-Ready Math, Achieve 3000, district assessments; mid-module/end of module, and DAR) in order to determine progress on meeting the goals outlined in the School Improvement Plan. By doing this, we are able to strategically group students and provide support through targeted interventions. Focus areas will include the following:

Small group instruction including guided reading and center rotations

Increase the amount of time for independent reading across genres.

Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.

Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.

Utilize District curriculum in all classrooms across all grade levels.

Infuse quality reading instruction across the content areas.

Plan targeted intervention for students not responding to core curriculum using problem-solving process/interventions will be matched to individual student needs. Plan will include explicit instruction, modeled instruction, guided and independent practice.

Unpacking the Standards – Florida Standards

Close Reading – Focus on questioning and discussion techniques

Use formative assessments to inform instruction

Use data to drive instructional practices

Reading Kick off/Celebration and Incentives to motivate students and increase reading

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

Administration at Hendricks Avenue Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2015-2016 school year. As a school, everyone has agreed to make school relevant and engaging for kids by focusing on positive reinforcements. Teachers and staff will collaborate and contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers. All teachers have an opportunity (non-administratively directed) for common planning with their grade level 4 times during a 7 day rotation schedule as well as one day during a 7 day rotation for administratively directed common planning time. Teachers are also given the opportunity for a professional learning community with the Instructional Coach. The coach will provide training based on the professional development needs of the school. In these sessions, the Leadership Team and teachers will work on small group instruction, center rotations, Florida Standards and best practices. The Instructional Coach is a resource for all teachers and will provide support based on the needs of teachers and students.

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

1. Teacher leaders model instructional strategies and parallel teach with teachers to provide in-depth, one-to-one professional development in the classroom.
2. Inexperienced and new to Florida/Hendricks teachers are partnered with veteran, high performing teachers in the same content area or grade level.
3. On-site differentiated, monthly professional development sessions will be held based on teacher's individual needs.
4. All faculty members meet weekly in grade level PLCs to analyze student work, plan instruction, and support one another in maintaining high standards for all students.
5. All faculty members participate in one professional academic Vertical Learning Community (VLC): math, science, or ELA. Meetings are held monthly and follow up is on-going throughout the school year.
6. Open door policy with administration.
7. Instructional Coach meets weekly (each Friday) to review/monitor/support MINT requirements.

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

Beginning teachers who have not completed the District's MINT (Mentoring and Induction for Novice Teachers Program) will continue participation with Principal and PDF support and supervision. Teachers participate in differentiated professional development, vertical learning communities (VLC) and grade level learning communities. Each teacher receives and up-dated handbook which includes detailed information regarding school-wide rituals/routines, calendars, and expectations related to curriculum, instruction, and assessment. Mentors and mentees meet informally on a regular basis to address current needs. Principal meets with new teachers (bi-monthly) to share norms, best practices, and respond to individual/group questions/needs.

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 school's leadership team works with the teachers on a regular basis to ensure that core instructional programs and materials are aligned to Florida's standards. Through administratively directed common planning times and professional learning communities, teachers work together to unpack the standards and utilize the district's curriculum guide in order to customize lessons. The teachers also share/discuss student work to ensure that the task is aligned with the intended standards. By utilizing the test specifications and the EQuIP rubric (for analyzing student work), teachers can determine the content limits, clarifications, distractor attributes for each benchmark as well as ensure that all tasks are aligned to the Florida Standards.

Instructional Strategies

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

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as Achieve 3000, i-Ready, District Baseline Assessments, and FLKRS, in order to determine where students are currently performing. In addition teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each students' needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that is not successful, teachers work together to determine if they need tier three interventions. ESE teachers and reading interventionists push into classrooms to help both ESE students as well as other students who are struggling in a particular area.

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: 720

Reading and Math Academy is designed to provide targeted reading and and math instruction to individual students and small groups of students.

Strategy Rationale

Teachers will be able to work with smaller groups of students on their specific needs, either remediation or enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Healy, Lacy, brownl6@duvalschools.org

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

Data is collected through anecdotal records and informal assessments used to monitor progress of the standards that are mastered.

Strategy: After School Program

Minutes added to school year: 1,000

Students who are enrolled in the after school program (Extended Day) receive homework assistance on a daily basis. In addition, they rotate through the computer lab and work on i-Ready (reading and math) and Achieve 3000 in order to receive instruction through technology, which is differentiated according to their individualized level.

Strategy Rationale

This is time for students to be provided with remediation and enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Healy, Lacy, brownl6@duvalschools.org

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

Data from i-Ready (reading and math) and Achieve 3000 is monitored by the classroom teachers and administration to determine student growth in both reading and math.

Student Transition and Readiness

PreK-12 Transition

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

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

The school supports incoming students by offering Kindergarten tours that will allow families to visit and learn about Kindergarten. The administration team also provides upcoming parents with a Needs Placement form when enrolling their child. This placement inventory form allows parents to share background information about their child in regards to academic and social needs. The administration team evaluates the Needs Placement forms to match students with the teacher and class that best fit their needs. Our fifth graders will be given the opportunity to visit local middle schools in the spring.

College and Career Readiness

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

NA

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

NA

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

NA

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

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 we increase the number of students attending school daily throughout the year, then we will decrease the amount of lost instructional time.
- G2.** If we continue to implement and increase our students' knowledge about the 7 Habits of Highly Effective Children, then we will decrease time off task and reduce our discipline referrals.
- G3.** If data-driven, small group differentiated instruction is implemented effectively and with fidelity in all of our classrooms, then we will raise student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase the number of students attending school daily throughout the year, then we will decrease the amount of lost instructional time. 1a

G072006

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	12.0

Resources Available to Support the Goal 2

- Attendance Intervention Team meetings, school guidance counselor, administration, classroom teachers, attendance power point and handouts.

Targeted Barriers to Achieving the Goal 3

- Parent's lack of understanding of the importance of attendance when scheduling family trips and appointments (doctor, dentist, etc.) during instructional time.

Plan to Monitor Progress Toward G1. 8

We will pull attendance data for all students on a monthly basis to determine percentages of absent students.

Person Responsible

Vicki Van Gundy

Schedule

On 6/10/2016

Evidence of Completion

Attendance data pulled from performance matters and FOCUS and monthly attendance percentage tracking chart

G2. If we continue to implement and increase our students' knowledge about the 7 Habits of Highly Effective Children, then we will decrease time off task and reduce our discipline referrals. 1a

G072007

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	88.0
2+ Behavior Referrals	3.0

Resources Available to Support the Goal 2

- The Leader In Me Book Study, Online resources for 7 Habits/Leader in Me, school-based Positive Behavior Referral, Positive Behavior Intervention Support Team, School Guidance Counselor, and CHAMPs for school-wide common areas (hallways, cafeteria, media center, computer lab, and resource classes)

Targeted Barriers to Achieving the Goal 3

- Not all stakeholders invested in the 7 Habits program to make students more successful.

Plan to Monitor Progress Toward G2. 8

Number of positive behavior referrals, number of classroom discipline referrals, classroom walk throughs, and student grades will be analyzed to determine if the implementation of the 7 Habits of Highly Effective Children is being implemented effectively and with fidelity school-wide.

Person Responsible

Tiffanie McClain

Schedule

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

Evidence of Completion

Number of positive behavior referrals given per student and written per classroom teacher, number of classroom discipline referrals given per student and written per classroom teacher, and student/class grades. We are looking for a decrease of classroom discipline referrals as a result of the implementation of the 7 Habits and Positive Referrals.

G3. If data-driven, small group differentiated instruction is implemented effectively and with fidelity in all of our classrooms, then we will raise student achievement. 1a

G072008

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	51.0
ELA/Reading Gains	51.0
FSA Mathematics - Achievement	51.0
Math Gains	51.0

Resources Available to Support the Goal 2

- Instructional Coach support, Administrative support, Professional Learning Communities (grade level), Vertical Learning Communities, administratively directed common planning time, teacher led common planning time, leveled texts, Reading A-Z, Mid/End of Unit Module Assessments, i-Ready data, and Achieve 3000 data.

Targeted Barriers to Achieving the Goal 3

- Teacher resistance to analyzing data and planing for small group differentiated instruction

Plan to Monitor Progress Toward G3. 8

Data from i-Ready, Achieve 3000, and Performance Matters will be analyzed to determine student growth.

Person Responsible

Tiffanie McClain

Schedule

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

Evidence of Completion

Data from i-Ready, Achieve 3000, and Performance Matters will be analyzed to determine student growth or the lack thereof.

Plan to Monitor Progress Toward G3. 8

Small group lesson plans will be monitored to ensure student grouping and incorporation of differentiated activities.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Teacher small group lesson plans, student small group artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks).

Plan to Monitor Progress Toward G3. 8

Data from classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be collected and analyzed to determine areas of focus for continued support.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Teacher small group lesson plans, student small group artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks).

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If we increase the number of students attending school daily throughout the year, then we will decrease the amount of lost instructional time. **1**

 **G072006**

G1.B1 Parent's lack of understanding of the importance of attendance when scheduling family trips and appointments (doctor, dentist, etc.) during instructional time. **2**

 **B187757**

G1.B1.S1 Training/share implicaitons with students, parents, and staff on the importance of attending school daily **4**

 **S199266**

Strategy Rationale

To make sure students, parents, and staff are aware of the implications of being absent from instruction.

Action Step 1 **5**

Administration will create a power point on the importance of students attending school and include the instructional implications when a student is absent.

Person Responsible

Tiffanie McClain

Schedule

On 6/10/2016

Evidence of Completion

Attendance Power Point and SAC and PTA agendas

Action Step 2 5

Administration and the Guidance Counselor will hold informational sessions for all stakeholders on the importance of attending school everyday.

Person Responsible

Vicki Van Gundy

Schedule

Quarterly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Attendance power point, SAC and PTA agendas, parent informational session agendas, improvement of student daily attendance

Action Step 3 5

The Guidance Counselor will hold monthly Attendance Intervention Team meetings with parents of students with excessive absences.

Person Responsible

Vicki Van Gundy

Schedule

Monthly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Attendance data, Attendance Intervention Team meeting agendas, Attendance Intervention Team meeting parent/student contracts for improving attendance.

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

Student attendance data will be monitored on a monthly basis to determine students not attending school regularly.

Person Responsible

Tiffanie McClain

Schedule

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

Evidence of Completion

Student attendance data for all students

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

Student attendance data will be pulled on a monthly basis from performance matters and analyzed to determine students with excessive absences.

Person Responsible

Vicki Van Gundy

Schedule

Monthly, from 8/25/2015 to 6/10/2016

Evidence of Completion

AIT parent/student contracts, attendance data, log of parent contacts regarding attendance.


G2. If we continue to implement and increase our students' knowledge about the 7 Habits of Highly Effective Children, then we will decrease time off task and reduce our discipline referrals. 1

 G072007

G2.B2 Not all stakeholders invested in the 7 Habits program to make students more successful. 2

 B187760

G2.B2.S1 Training with parents, staff, and children on the 7 Habits and how to engrain the leadership characteristics in their daily lives. 4

 S199269

Strategy Rationale

We need for all stakeholders to see the importance of students implementing these habits into their daily lives and how they increase student ownership, responsibility, and intrinsic motivation.

Action Step 1 5

Training for teachers, staff, and parents of the 7 Habits using the Leader in Me book.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Data from discipline incidents and positive referrals, PTA agendas, SAC agendas, and Administrative Directed Common Planning, Weekly morning show announcements recognizing students

Action Step 2 5

Positive Referral Behavior System Implementation

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Positive Referral spreadsheet with students and teachers, Café guidelines monthly spreadsheet

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

Data from classroom visits as well as discipline data (including positive referrals) will be collected and analyzed in order to determine if time on task and positive behavior referrals has increased and if both time off task and the number of discipline referrals has decreased.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Evidence includes positive behavior referrals, classroom discipline referrals, and observation data (focus walks, CAST formal/informal, and classroom walk throughs).

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

Number of positive behavior referrals/number of classroom discipline referrals, classroom observations, and student grades will be monitored to determine the effectiveness of the implementation of the 7 Habits of Highly Effective Children

Person Responsible

Lacy Healy

Schedule

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


Evidence of Completion

Positive behavior referrals, classroom discipline referrals, classroom observation forms/ notes, and students' grades in FOCUS.


G3. If data-driven, small group differentiated instruction is implemented effectively and with fidelity in all of our classrooms, then we will raise student achievement. 1

 G072008

G3.B2 Teacher resistance to analyzing data and planing for small group differentiated instruction 2

 B187762

G3.B2.S2 During administratively directed common planning time model how to utilize data to assist in developing groups and differentiated activities based on student need. 4

 S199272

Strategy Rationale

So that students are grouped appropriately and receiving instruction on their independent level.

Action Step 1 5

We will train teachers on how to access and pull data from i-Ready, Achieve 3000, and Performance Matters

Person Responsible

Tiffanie McClain

Schedule

On 6/10/2016

Evidence of Completion

Administratively directed common planning time agendas and handouts, teachers utilizing current data to plan for small group differentiated instruction

Action Step 2 5

We will model how to utilize the data in order to plan for small group instruction.

Person Responsible

Tiffanie McClain

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Administratively directed common planning time agendas and handouts, teachers utilizing current data to plan for small group instruction, teacher small group lesson plans, student small group instruction artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks)

Action Step 3 5

We will discuss available resources that teachers utilize in order to plan for small group instruction that is differentiated based on student need.

Person Responsible

Amanda York

Schedule

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

Evidence of Completion

Administratively directed common planning time agendas and handouts, teachers utilizing available resources during small group differentiated center time, teacher small group lesson plans noting materials utilized, student small group instruction artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks)

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be conducted to monitor the effectiveness and fidelity of small group differentiated centers in all classrooms.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks), small group differentiated center rotation plans, and student performance.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be conducted and student data will be monitored/analyzed to determine overall effectiveness of small group differentiated center rotations.

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks), student small group artifacts, small group lesson plans, and student performance data.

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	Administration will create a power point on the importance of students attending school and include the instructional implications when a student is absent.	McClain, Tiffanie	8/25/2015	Attendance Power Point and SAC and PTA agendas	6/10/2016 one-time
G2.B2.S1.A1	Training for teachers, staff, and parents of the 7 Habits using the Leader in Me book.	Healy, Lacy	8/24/2015	Data from discipline incidents and positive referrals, PTA agendas, SAC agendas, and Administrative Directed Common Planning, Weekly morning show announcements recognizing students	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.A1	We will train teachers on how to access and pull data from i-Ready, Achieve 3000, and Performance Matters	McClain, Tiffanie	8/24/2015	Administratively directed common planning time agendas and handouts, teachers utilizing current data to plan for small group differentiated instruction	6/10/2016 one-time
G1.B1.S1.A2	Administration and the Guidance Counselor will hold informational sessions for all stakeholders on the importance of attending school everyday.	Van Gundy, Vicki	8/25/2015	Attendance power point, SAC and PTA agendas, parent informational session agendas, improvement of student daily attendance	6/10/2016 quarterly
G2.B2.S1.A2	Positive Referral Behavior System Implementation	Healy, Lacy	8/24/2015	Positive Referral spreadsheet with students and teachers, Café guidelines monthly spreadsheet	6/10/2016 daily
G3.B2.S2.A2	We will model how to utilize the data in order to plan for small group instruction.	McClain, Tiffanie	8/24/2015	Administratively directed common planning time agendas and handouts, teachers utilizing current data to plan for small group instruction, teacher small group lesson plans, student small group instruction artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks)	8/24/2015 monthly
G1.B1.S1.A3	The Guidance Counselor will hold monthly Attendance Intervention Team meetings with parents of students with excessive absences.	Van Gundy, Vicki	8/25/2015	Attendance data, Attendance Intervention Team meeting agendas, Attendance Intervention Team meeting parent/student contracts for improving attendance.	6/10/2016 monthly
G3.B2.S2.A3	We will discuss available resources that teachers utilize in order to plan for small group instruction that is differentiated based on student need.	York, Amanda	8/24/2015	Administratively directed common planning time agendas and handouts, teachers utilizing available resources during small group differentiated center time, teacher small group lesson plans noting materials utilized, student small group instruction artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks)	6/10/2016 monthly
G1.MA1	We will pull attendance data for all students on a monthly basis to determine percentages of absent students.	Van Gundy, Vicki	8/25/2015	Attendance data pulled from performance matters and FOCUS and monthly attendance percentage tracking chart	6/10/2016 one-time
G1.B1.S1.MA1	Student attendance data will be pulled on a monthly basis from performance matters and analyzed to determine students with excessive absences.	Van Gundy, Vicki	8/25/2015	AIT parent/student contracts, attendance data, log of parent contacts regarding attendance.	6/10/2016 monthly
G1.B1.S1.MA1	Student attendance data will be monitored on a monthly basis to determine students not attending school regularly.	McClain, Tiffanie	8/24/2015	Student attendance data for all students	6/10/2016 monthly
G2.MA1	Number of positive behavior referrals, number of classroom discipline referrals, classroom walk throughs, and student grades will be analyzed to determine if the implementation of the 7 Habits of Highly Effective Children is being implemented effectively and with fidelity school-wide.	McClain, Tiffanie	8/24/2015	Number of positive behavior referrals given per student and written per classroom teacher, number of classroom discipline referrals given per student and written per classroom teacher, and student/class grades. We are looking for a decrease of classroom discipline referrals as a result of the implementation of the 7 Habits and Positive Referrals.	6/10/2016 monthly
G2.B2.S1.MA1	Number of positive behavior referrals/ number of classroom discipline referrals, classroom observations, and student grades will be monitored to determine the effectiveness of the	Healy, Lacy	8/24/2015	Positive behavior referrals, classroom discipline referrals, classroom observation forms/notes, and students' grades in FOCUS.	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of the 7 Habits of Highly Effective Children				
G2.B2.S1.MA1	Data from classroom visits as well as discipline data (including positive referrals) will be collected and analyzed in order to determine if time on task and positive behavior referrals has increased and if both time off task and the number of discipline referrals has decreased.	Healy, Lacy	8/24/2015	Evidence includes positive behavior referrals, classroom discipline referrals, and observation data (focus walks, CAST formal/informal, and classroom walk throughs).	6/10/2016 daily
G3.MA1	Data from i-Ready, Achieve 3000, and Performance Matters will be analyzed to determine student growth.	McClain, Tiffanie	8/24/2015	Data from i-Ready, Achieve 3000, and Performance Matters will be analyzed to determine student growth or the lack thereof.	6/10/2016 monthly
G3.MA2	Small group lesson plans will be monitored to ensure student grouping and incorporation of differentiated activities.	Healy, Lacy	8/24/2015	Teacher small group lesson plans, student small group artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks).	6/10/2016 weekly
G3.MA3	Data from classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be collected and analyzed to determine areas of focus for continued support.	Healy, Lacy	8/24/2015	Teacher small group lesson plans, student small group artifacts, classroom observations (CAST formal/informal, classroom walk throughs, and focus walks).	6/10/2016 weekly
G3.B2.S2.MA1	Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be conducted and student data will be monitored/analyzed to determine overall effectiveness of small group differentiated center rotations.	Healy, Lacy	8/24/2015	Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks), student small group artifacts, small group lesson plans, and student performance data.	6/10/2016 weekly
G3.B2.S2.MA1	Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks) will be conducted to monitor the effectiveness and fidelity of small group differentiated centers in all classrooms.	Healy, Lacy	8/24/2015	Classroom observations (CAST formal/informal, classroom walk throughs, and focus walks), small group differentiated center rotation plans, and student performance.	6/10/2016 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 we increase the number of students attending school daily throughout the year, then we will decrease the amount of lost instructional time.

G1.B1 Parent's lack of understanding of the importance of attendance when scheduling family trips and appointments (doctor, dentist, etc.) during instructional time.

G1.B1.S1 Training/share implicaitons with students, parents, and staff on the importance of attending school daily

PD Opportunity 1

Administration and the Guidance Counselor will hold informational sessions for all stakeholders on the importance of attending school everyday.

Facilitator

Lacy Healy, Tiffanie McClain, and Vicki VanGundy

Participants

PTA, SAC, parents in attendance at informational sessions, faculty & staff, students

Schedule

Quarterly, from 8/25/2015 to 6/10/2016

G2. If we continue to implement and increase our students' knowledge about the 7 Habits of Highly Effective Children, then we will decrease time off task and reduce our discipline referrals.

G2.B2 Not all stakeholders invested in the 7 Habits program to make students more successful.

G2.B2.S1 Training with parents, staff, and children on the 7 Habits and how to engrain the leadership characteristics in their daily lives.

PD Opportunity 1

Training for teachers, staff, and parents of the 7 Habits using the Leader in Me book.

Facilitator

Lacy Healy, Tiffanie McClain, and Mandi York

Participants

School-wide; all stakeholders

Schedule

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

PD Opportunity 2

Positive Referral Behavior System Implementation

Facilitator

Lacy Healy, Tiffanie McClain, and Mandi York

Participants

Students, faculty, staff, and parents

Schedule

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

G3. If data-driven, small group differentiated instruction is implemented effectively and with fidelity in all of our classrooms, then we will raise student achievement.

G3.B2 Teacher resistance to analyzing data and planing for small group differentiated instruction

G3.B2.S2 During administratively directed common planning time model how to utilize data to assist in developing groups and differentiated activities based on student need.

PD Opportunity 1

We will train teachers on how to access and pull data from i-Ready, Achieve 3000, and Performance Matters

Facilitator

Lacy Healy, Tiffanie McClain, Mandi York, and District assigned i-Ready and Achieve 3000 trainers

Participants

All teachers

Schedule

On 6/10/2016

PD Opportunity 2

We will model how to utilize the data in order to plan for small group instruction.

Facilitator

Lacy Healy, Tiffanie McClain and Mandi York

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 8/24/2015

PD Opportunity 3

We will discuss available resources that teachers utilize in order to plan for small group instruction that is differentiated based on student need.

Facilitator

Lacy Healy, Tiffanie McClain and Mandi York

Participants

All teachers

Schedule

Monthly, from 8/24/2015 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	Administration will create a power point on the importance of students attending school and include the instructional implications when a student is absent.	\$0.00
2	G1.B1.S1.A2	Administration and the Guidance Counselor will hold informational sessions for all stakeholders on the importance of attending school everyday.	\$0.00
3	G1.B1.S1.A3	The Guidance Counselor will hold monthly Attendance Intervention Team meetings with parents of students with excessive absences.	\$0.00
4	G2.B2.S1.A1	Training for teachers, staff, and parents of the 7 Habits using the Leader in Me book.	\$0.00
5	G2.B2.S1.A2	Positive Referral Behavior System Implementation	\$0.00
6	G3.B2.S2.A1	We will train teachers on how to access and pull data from i-Ready, Achieve 3000, and Performance Matters	\$0.00
7	G3.B2.S2.A2	We will model how to utilize the data in order to plan for small group instruction.	\$0.00
8	G3.B2.S2.A3	We will discuss available resources that teachers utilize in order to plan for small group instruction that is differentiated based on student need.	\$0.00
Total:			\$0.00