

Duval County Public Schools

Mamie Agnes Jones Elementary School



2015-16 School Improvement Plan

Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission:
Educational Excellence for Every Student Everyday in Every Classroom.

Provide the school's vision statement

Vision:
Every student is inspired and prepared for success in life.

School Environment

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

Mamie Agnes Jones Elementary faculty and staff learn about students' cultures and works to build positive relationships with students on a daily basis. Each year, MAJ faculty and staff partner with several area churches to host the Annual Backpack Giveaway. This is a fun-filled way to celebrate going back to school that brings the entire community together. In August, Orientation allows families to the opportunity to tour our school as well as meet/greet teachers and staff in a non-threatening way. By taking the time to develop personal relationships with families, we gain valuable insight into our children. MAJ faculty use interest inventory surveys to develop a common language with students about items they find fascinating. MAJ teachers conference with students to set goals based on student learning desires in the first quarter and then based on data in the second through fourth quarter. Goal setting conferences held with both the student and the parent help develop the "family" atmosphere we strive for at MAJ. Every student at MAJ has a daily communication folder that goes from school to home and back to relay communication to parents about school day and upcoming events. We also use School Messenger and our website to keep our community informed. With the addition of the MAJ Leadership Academy, teachers are looking for the strengths in our students to find a leadership job that helps students feel valued and fosters a deeper commitment to the school, their classroom, their classmates, and their teacher. Teacher are assigned to students who scored in the lowest quartile on FSA, creating in-school mentors building bonds that transcend grade levels.

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

Administrators hosted an MAJ PBIS Presentation to ensure that all common area rituals and routines were established beginning the first day of school. MAJ Faculty and Staff are posted to strategic positions around the campus to monitor children. In order to create that welcoming feeling of our entire campus, Mrs. Jones greets students stepping off their buses and Mrs. Jordan and student greeters are in the main hallway to greet parents and students as they head to class. MAJ Safety Patrol provide gentle ritual and routine reminders to students as they walk into the building. Mamie Agnes Jones Elementary teachers lock their classroom doors as students enter to have breakfast in the classroom. At 8:45, all exterior doors are locked and all visitors are funneled through the office and must show identification. Students are expected to use a buddy system if teacher is sending students to the office so no one is alone. We have monthly fire drills and quarterly safety drills to ensure all stakeholder evacuations. Classroom teachers each have a safety backpack they grab in emergency scenarios they use to contact parents quickly in the event of an emergency. Afternoon dismissal is highly structured to maintain order and safety. Car riders and walkers are dismissed at

2:50 to head to the cafeteria. Students are seated by grade and gender. Students listen for their name to be called over the PA system. Once their name is called, they are directed to a Zone (1-4) to wait with an MAJ faculty member for their parent's vehicle. Students who ride a bus watch the afternoon dismal program on WMAJ. When they see their bus, they exit the classroom and lineup in the breezeway. Mrs. Jones and MAJ staff members organize students by bus and grade to accurately count students. We have an active Foundations team who reviews student survey data and participates in quarterly meetings using the continuous improvement cycle to ensure that all common areas are superior.

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 following school wide plan has been implemented and taught to students to develop habits of the mind and self. Expectations for our students at Mamie Agnes Jones are published in the DUVAL COUNTY CODE OF CONDUCT, a rituals and routines presentation was given to each student in a back to school assembly, and daily CHAMPs expectations in classrooms.

We believe that parents, students, and teachers working together to practice life skills, can maintain a positive, respectful learning climate at Mamie Agnes Jones Elementary. We work with students to help them to replace inappropriate behaviors with positive ones. We believe we can encourage responsible behaviors and prevent misbehavior in order to be highly engaged in instructional activities at all times.

- All individuals in the school will treat all others with respect, concern, caring/empathy, and fairness.
- All individuals in the school will display good citizenship and acknowledge responsibility for their behavior.
- Students are expected to attend all classes, arrive on time, and actively engage in tasks.
- Teachers will present a meaningful curriculum in a captivating manner.
- Faculty and staff have the right and duty to model and teach the principles of respect for others and responsibility for one's actions.
- The faculty and staff will establish and use behavioral consequences in an educational manner, helping students to appreciate the purpose of rules, the importance of making amends, and the taking of responsibility for improving their behavior.
- Students have the right to be treated with respect, to expect fair and consistent treatment from faculty, and to be able to voice and have their opinions tested in a respectable forum.
- Students have the responsibility to be aware of and abide by school rules, regulations, and procedures.

Mamie Agnes Jones Elementary,
School Motto . . .

1. I will have respect for myself and others.

* enables students to learn to trust, be honest, and care for themselves and others.

2. I will be responsible for my words, my deeds, and my schoolwork.

* enables students to be actively involved in their own learning both mentally and physically.

3. I will strive to be a good citizen.

* enables students to think effectively and concentrate fully on their work.

4. I will consider my safety as well as the safety of others.

* enables students to feel secure and safe within the school environment.

5. I will maintain a positive attitude. * enables students to the equal opportunity to participate in class activities

MAJ's School Rules Against Bullying

1. We will not bully other students.

2. We will help students who are bullied.

3. We will include students who are left out.

DRESS CODE - THE CLASSROOM ATMOSPHERE MAY NOT BE DISRUPTED:

Students must maintain proper attire that complies with The Student Code of Conduct. A note to parent/guardians in the folders, a telephone call, or a note in student folders will be sent when students are not dressed in compliance with the code.

TARDY POLICY

Office Staff/Teachers will record tardiness in the attendance register. When a student has been tardy three times in a nine-week period or has three early check-outs, he/she will not be eligible for the perfect attendance award. If a student is absent five consecutive times in a nine-week period, he/she will be referred to the school office and/or county truancy office. Students are considered tardy if they do not report to class on time from school breakfast without an excuse from the supervisor on duty.

CLASSROOM MANAGEMENT PLAN

Appropriate behavior is expected of all students at Mamie Agnes Jones Elementary. The DCPS Elementary Code of Student Conduct will be used as a guide to make all disciplinary actions. As a school we have implemented a standardized classroom management plan in Pre-Kindergarten through Grade 5. This plan will provide a visual reminder to students of the rewards and consequences for appropriate and inappropriate behaviors. The plan is as follows:

Every K-2 classroom will have a conduct chart with color-coded cards or pictures. Students will be required to flip a card or move a clip when he/she behaves inappropriately and will receive the corresponding classroom consequence. Each student will have a "daily" folder that will have a calendar inside. At the end of the day, teachers will sign the student's calendar according to their behavior for the day. The parent will sign the calendar each night (primary)/weekly (intermediate) and the teacher will check it. Students may be required to have their daily conduct grade changed at dismissal if behavior warrants such by any adult. This folder is an important communications tool we have with parents. Every class will post CHAMPS posters for classroom rituals and routines. Students will be taught to adhere to these expectations school-wide. Common areas will post CHAMP expectations (hallways, cafeteria, dismissal zones). Daily conduct grades are awarded.

Level I Minor Offenses are handled in accordance with the DCPS Code of Conduct pages 10-12.

Interventions, Strategies and Responses to decrease learning Interruptions:

- a. Provide positive practice/modeling behavior
- b. Give a gentle verbal reprimand
- c. Use proximity corrections
- d. Used planned ignoring
- e. Keep a record of behavior
- f. Withhold a privilege
- g. Assigned time owed from recess
- h. Time out in another classroom
- i. Fill out behavior form or behavior
- j. Have students walk with you or move their seat
- k. Contact parent (phone, email, note home)
- l. Lower Citizenship Grade in Planners, folders and report card
- m. Check CHAMPS book and Teacher's Encyclopedia of Behavior Management. 100 Problems 500 Plans located in the Media Center for alternate strategies to help socialize our students.

Actions Taken by Referring Adult:

Use a "one-liner" (ex. "That is not OK. Keep your hands to yourself.")

Instructional/Verbal Correction

State that you will follow up

Parental Contact

Have student demonstrate or practice the rule

Restrict activity (time out for recess)

Time out in class or another classroom

Restitution

Planned Ignoring

Close Proximity

Other

Level II Intermediate Offenses are handled in accordance with the DCPS Code of Conduct pages 13 - 19.

The following actions may most likely occur during a visitation to the office with an administrator or designee... however, the severity and repetition of the referral will mandate the appropriate action taken.

*Counseling/Warning/Parent contacted and/or in school detention or time away from class.

*Restorative Justice.

*Loss of recess or lunch with class privilege or in school detention or before/after school detention.

Parent written acknowledgement of school-wide discipline plan.

*Mandatory parent conference with teacher/administrator and in-school suspension for up to 3-5 days.

*In-school suspension for a day or more. Behavior Modification Plan written with parent/teacher and administrator. Please Note: In-school suspension is having the child assigned to another classroom or teacher during the day.

*SOS program.

*Out of school suspension/After School Suspension with Principal. Parent/ guardian may be requested to sit in class with student for at least one day upon return from out of school suspension for 1-5 days.

*Mandatory parent conference with teacher/ administrator. Out of school suspension for 3-10 days.

CLASS III Major Offenses are handled in accordance with the DCPS Code of Conduct pages 20 - 23.

Level IV Zero Tolerance Offenses are handled in accordance with the DCPS Code of Conduct pages 24 -

SAFETY RULES FOR OUTDOOR PHYSICAL ACTIVITY or 30 minutes of daily organized physical activity . Teachers must be visible to children on the playground. They must position themselves around the playground, circulate and scan. Teachers must avoid standing or sitting.

- Children may not wear backpacks while playing on equipment.
- Students should leave objects such as pencils, pens, and markers in the classroom.
- Shoelaces should be tied at all times.
- Equipment should be used only for the purpose it was designed. Students may not stand up in swings to swing. Students must be accompanied by adult at all times while a swing is in motion; they may not run in front or in back of the swings.
- Children should be encouraged to play actively without pushing, shoving, punching, pulling, or hitting other children.
- Jump ropes may be used only for jumping, and not for playing tug-of-war and other games; they should not be taken on other equipment.
- Do not throw rocks, dirt, sand or anything that may hurt others.
- Children shouldn't retrieve balls that are off the playground without permission from an adult.
- Children may not climb trees or fences.
- Children must stay away from dangerous areas, such as drains, trash receptacles, streams, ditches and electric areas.
- Contact touch sports are permitted, NO "tackle" anything. Tag should be played with two hands on a shoulder.
- Once on the playground, children may not re-enter the building except when directed to do so by a teacher.

PLAYGROUND RULES

Classes will adhere to assigned physical activity times to avoid overcrowding of playground areas and prevent unsafe interactions.

1. Walk to the playground with your teacher and wait for directions.
2. Stay in areas where your teacher can see you at all times.
3. Use all equipment properly.
4. Participate in activities safely.
5. If someone gets hurt or sick, go and tell the closest teacher immediately.

6. Go/Come immediately to your teacher when called.
7. Enter outdoor classroom area only when accompanied by the teacher.
8. NO games shall involve tackling one another.
9. Use positive problem solving techniques.

RULES FOR THE HALLWAYS

1. Students will walk silently on the right hand side of the hall the third tile from the wall.
2. All students will wait quietly seated outside their classroom each morning. Students will read/study until their teacher greets them at 8:20 a.m. for breakfast.
3. Students will be supervised and silent while utilizing the hallway restrooms.
4. All students must have a hall pass and K-2 students a buddy when leaving the classroom.

CAFETERIA BEHAVIOR PLAN

CAFETERIA DINING ROOM RULES:

1. Classes enter from main lobby doors and stay to the right on entering. Stop at blue line and await your turn to proceed.
2. Use Champs Level 0 while in line
3. Wait in line quietly, keeping your hands to yourself
4. Be courteous to others
5. Using Champs Level 1 while sitting at your table
6. Talk quietly to others next to or across from your seat
7. Raise your hand for help
8. Remain seated unless dismissed
9. Keep area around you clean
10. Wait for your class to be dismissed. Exit from side doors or main aisle to the right.

MONITORING SYSTEM – Class room graphs

Each day classes will begin on the blank slot. Students can earn a trophy (green), a yellow, or a red Indian to post in their classroom.

REWARDS and CONSEQUENCES

- 1st nine weeks all grades K – 5 10 trophies = Pop Party
- 2nd nine weeks K 10 trophies = Pop Party
- 2nd nine weeks 1 – 5 15 trophies = Pop Party
- 3rd nine weeks K 15 trophies = Pop Party
- 3rd nine weeks 1 – 5 20 trophies = Pop Party
- 4th nine weeks K 15 trophies = Pop Party
- 4th nine weeks 1 – 5 25 trophies = Pop Party

Classes who receive a red will have the red Indian posted: if the class receives a second red they will lose all of the green Indians and start over.

Classes receiving green Indians will be announced every afternoon during the afternoon announcements. Pop party prizes will be distributed by the designated paraprofessional. Indians will be posted on the cafeteria wall (wall chart) for all to see by the person responsible for monitoring the table.

1st 9 weeks Pop Party: Freezer Pops

2nd 9 weeks Pop Party: Tootsie Pops suckers

3rd 9 weeks Pop Party: Popcorn

4th 9 weeks Pop Party: Freezer Pops

The top class in each grade level will receive an end of the year Pop-ular Pizza Party.

CAFETERIA DINING ROOM PROCEDURES:

*Adult monitors will appoint two helpers for cafeteria clean up each day for KG-5 to wipe down table and help clean up.

*Students are required by state and federal funding laws to show a meal card at each meal for funding purposes. Teachers are responsible for keeping up with student ID meal cards for students (the ring). When accompanying students to lunch, make sure all students are lined up in alphabetical order according to the cards.

- *Teachers will review rules prior to proceeding to the cafeteria each day especially if class did not receive a trophy yesterday.
- *Adult cafeteria monitors will direct students to begin clean-up five minutes prior to the end of the lunch period.
- *Teachers will adhere to the time schedule to ensure a smooth operation of the lunch period time for all classes.
- * Parents are invited to eat lunch with their student(s) if they have been cleared to volunteer.
- *Teachers will walk their class to the door of the serving line each day.

CONSEQUENCES:

- *Verbal warning.
- *Removal to the end of the table or another table with the lunch tray.
- *Removal to the designated time out lunch area.
- *Cafeteria on Silence.
- *Students committing Level II, III or IV offenses will be sent to the office for an administrator.

Adult Cafeteria Monitor Responsibilities:

- Monitor students in the lunch line and at the tables
- Enforce cafeteria rules
- Utilize the behavior plan to reinforce the cafeteria rules.
- Give each table receiving a green a trophy to take back to class.
- Report daily green Indian recipients to the Principal or designee.

Teacher Responsibilities:

- Support the adult cafeteria monitors by reminding students of the rules and administering appropriate consequences for misbehavior.
- Ensure that the students arrive to the cafeteria on time
- Notify the cafeteria manager when the class will not be eating lunch in the cafeteria

Parent Responsibilities:

- While eating lunch with your child, you will be allowed to sit with your student at the table. Please help your child to remember that while at school the cafeteria rules still apply to them.

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

Mamie Agnes Jones Elementary is a proud recipient of the Community Eligibility Program (CEP). The CEP program allows all of our students to eat free breakfast and lunch. Each year, MAJ participates in vision screening and dental health screenings. We work to celebrate healthy and positive life choices with our "Red Ribbon Week" Themes sponsored by the ZIP committee. MAJ teaching staff mentors students who previously in the lowest quartile of FSA. Teachers and students create lasting bonds that transcend grade levels. Mrs. Montgomery has created an "I need to see the Counselor" form that allows students to request a conference with her to discuss issues or concerns that may arise. Mrs. Montgomery surveys MAJ teacher to plan grade level guidance lessons based on current need such as tattling, bullying, forming friendships, problem solving strategies, and career planning for 5th grade. Both administrators keep an open door policy. Students know that if they aren't available to leave a note requesting a conference so that administrators can make sure and see them as soon as they are free. Through the addition of the MAJ Leadership Academy, we are building critical thinkers, creative problem solvers, and a community of learners who recognize the value of team spirit.

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 MAJ RtI Team members identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

The RtI team reviews many factors prior to deciding on what interventions would be most beneficial. One factor is attendance. Current data indicates that 86% or 356 students attend school on a daily basis and 14% or 58 students do not. Another factor is the number of suspensions (in/out of school). We have a total of 6 students who will need positive behavior interventions predominately in the intermediate grade. One of the six is EBD and requires support interventions. We also look at students that failed a core subject like Reading or Math. For the 2015-2016 school year, we have 2 kindergarten students who are repeating due to parental request. In second grade, we have one student who failed both reading and math who came to us in 4th nine weeks from Jamaica. In 2nd grade we also have another student who was retained due to 3quarters of failing grades prior to arriving at MAJ for the 4th quarter. In third grade, we have one student who is retained because she received a score in the lowest 25th percentile and she was unable to complete her portfolio successfully during summer school. A final factor that we consider is whether or not students have previously scored a Level 1 on a statewide, standardized test. Data results for 2015 -2016 cut scores have not been released as of this posting.

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	2	20	8	7	9	9	55
One or more suspensions	0	1	0	2	0	2	5
Course failure in ELA or Math	0	2	2	0	0	0	4
Level 1 on statewide assessment	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					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	4	2	5	2	3	16

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

Best teaching practices are planned and implemented for all students with a special focus on students who exhibit one or more of the early warning signs. During the initial weeks of school, students take several baseline test and diagnostics that allow classroom and ESE teachers to formulate differentiated grouping to support students based on individual data. School Counselor comprises a list of students who are repeaters or who have been previously identified and have Response to Intervention paperwork already started. Administrators publish list of students that are considered bottom quartile to help classroom teachers target students for intervention. Administrators

and classroom teachers meet to discuss the initial data and formulate a first quarter plan for student learning that includes scaffolding, peer tutoring, cooperative grouping experiences, and differentiated instruction.

During the first week of October, all students who fall into the bottom quartile for reading and math are assigned to a mentor. MAJ mentors are teachers who have previously had the child or school based staff who sign up to make a commitment to speak to the child daily and conference with them every two weeks about how the academics are progressing. Mentors are encouraged to look for leadership opportunities in our building that encourage the child's self confidence and foster a sense of pride.

A computer lab schedule has been designed for bi-monthly practice sessions on Achieve/i-Ready Reading and Math. Teachers have between 4-6 computers in their classrooms for differentiated student center rotations.

Before or after school tutoring is initiated on a voluntary basis by individual teachers to meet the needs of students in their classrooms. From January to March, MAJ sponsors an intensive, intermediate grade level tutoring for students who were pre-identified bubble students who are still under-performing based on End of Module Assessment data and teacher observations. The MAJ Extended Day Program supports school based educational efforts by offers tutoring and homework assistance to students whose parents enroll them in the after school care program.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193006>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

During the summer months, the MAJ leadership team reviews needs that surfaced during the previous school year. We decide whether or not the need will surface again and if we can think of a current business or church partnership that help us to fulfill the the need. We determine whether a school based partnership could enhance the students experience. We communicate the need to the MAJ PTO board and the MAJ SAC to see if collectively we can think of a business in our area that would be willing to support the educational need. The MAJ SAC members and the MAJ PTO Board members then begin to solicit a partnership on behalf of the school. On occasions, teachers use crowd funding sites to fulfill classroom based needs or find the funds for class projects. We also communicate needs to our school community through call outs or school memos. Educational partners are invited to attend the school based event that they helped to sponsor as well as receive a personal note of gratitude from the Administration or classroom teacher/students.

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
Long, Angela	Principal
Montgomery, Patricia	Guidance Counselor
Bunker, Jill	Instructional Coach
Almon, Marla	Assistant Principal

Duties

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

Mrs. Jordan is the primary leader of Mamie Agnes Jones Elementary. She has integral ties to the community by having been a former MAJ student and by growing up in the community. Mrs. Jordan's work ethic is to lead by example. She is positive, enthusiastic, and promotes and the policies/goals of the DCPS School Board. Mrs. Jordan maintains her hand on the pulse by posting herself in the school entry each day to speak with students, teachers, parents, and community members as they enter the building. Under her guidance, the Leadership team frequently analyzes stakeholder data (Gallup Poll results and Parent/students survey results) to look for ways to improve Mamie Agnes Jones Elementary. Mrs. Jordan works with the School Advisory Counsel (SAC) and the Parent Teacher Organization (PTO) board to define, strengthen, and articulate the enduring values, beliefs, and community history that gives Mamie Agnes Jones Elementary its unique identity as a "home town" school. She leads the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. Mrs. Jordan believes that members of the school community who are affected by school based decisions should have input into the decision-making process, so the MAJ Shared Decision Making Committee is a key factor in the goals and strategic planning at Mamie Agnes Jones Elementary. Mrs. Jordan frequently shares insight from her own teaching experiences when conferencing with staff members and enjoys modeling lessons in classrooms. She encourages teachers to stretch professionally by encouraging them to identify a challenge within their classroom and to utilize their Individual Professional Development Plan to research and implement strategies that help students grow academically and emotionally. Mrs. Jordan started the Indian Pay It Forward award to recognize teachers or staff members who go out of their way to help when they see a need. The Indian is passed on to a teacher or a staff member during early dismissal PD meeting by the presenter providing a brief description of why their recipient is deserving of the award.

Ms. Almon actively supports Mamie Agnes Jones mission and vision statements by coordinating her leadership efforts. She works in collaboration with the MAJ Leadership team to develop and maintain an effective educational program. Ms. Almon is encouraging, passionate, and promotes and the policies and goals of the DCPS School Board. Ms. Almon supports the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. She is a key transformation figure at MAJ who leads the design of our testing climate and our PBIS team. She also leads or participates on SIP committees, SAC, PTO Board, and Shared Decision Making. Ms. Almon designs professional development to facilitate teacher's content knowledge by focusing on teacher feedback forms and student academic growth needs. Ms. Almon assist with coordinating transportation, custodial, cafeteria, and other school support staff to maintain the daily functioning of MAJ. On a daily basis, Ms. Almon is in classrooms observing or supporting the educational efforts of MAJ teachers. She offers insightful feedback or willingly models lessons in classrooms. Ms. Almon assists in leading the MAJ leadership team by explaining and interpreting

school wide data to set instructional goals. She communicates these learning objectives to students, teachers, and parents through daily stakeholder conversations. She creates school wide incentives for growth and gains. Ms. Almon models and maintains high standards of professionalism and leads by example.

Mrs. Montgomery assists the leadership team by working to develop a positive, caring school atmosphere. She coordinates with administrative efforts to assess school-wide needs, reviews students and school-wide data results, as supports student recognition programs. She surveys the teachers by grade level at the end of each month to plan her guidance lesson for the following month. As students begin to practice decision making, communication, life skills, and character values Mrs. Montgomery aids teachers in developing their student's self-concept by focusing her guidance lessons on a "hot" topic issue for that grade level (Bullying, Career Awareness, Character Education, Problem Solving Skills, and Multicultural Awareness). Mrs. Montgomery supports the MAJ mission and vision by facilitating goal setting and positive decision making conversations with K-5 students. She leads the Rtl team by developing and reviewing academic plans and support services. Mrs. Montgomery focused her efforts to support students and parents in the educational setting by providing conflict resolution services, individual/family/school crisis intervention, individual and small group counseling services, and by referring families to community resources. She head the Intervention team by helping administration identify and provide interventions to our children's academic and personal/social needs. She is essential to helping to remove learning barriers and promoting a successful learning environment.

Mrs. Bunker is an effective instructional facilitator who provides school wide coaching at Mamie Agnes Jones Elementary through well planned professional envelopment, explicit lesson modeling, and collaboration with teachers and administration. Mrs. Bunker collaborates with Mrs. Jordan and Ms. Almon regarding effective instructional practices that enhance the vision for school improvement at MAJ. She has worked to develop positive relationships with teachers through common goal setting conferences that focus on school wide data results and the school improvement plan. By offering support, feedback, and individualized professional learning based on non evaluative classroom observations, Mrs. Bunker systematically supports Professional Learning Communities. She attends district professional development, locates resources and materials that can be used to differentiate, and ensures that school improvement goals and interventions are implemented. Mrs. Bunker does whatever it takes to foster positive relationship within the school by mentoring students and providing incentives to increase student success.

Each day at MAJ provides new experiences and opportunities to creatively problem solve. By involving stakeholders, the Leadership Team can "model" the behaviors we wish to see repeated with students and colleagues. The knowledge, attitudes, and skills that MAJ students acquire in the areas of academic, personal and social development are the foundations for future success. By seeking to incorporate all stakeholders, there is an increased sense of empowerment and the potential to sustain our Leadership Academy long-term.

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 Mamie Agnes Jones Elementary school leadership team works to align personnel and resources in order to meet the needs of all learners and to maximize student outcomes.

During post-planning, the administrators host a "reflection" session. This session allows the leadership team to see what is working and what needs to be realigned or adjusted to yield maximum results in our student population. Our textbook chairperson (Bright/Jones) inventories our existing curriculum's teacher and students editions and makes a plan for additional needs. the SAC committee meets for a final time to close out the school year and to designate funds for projects based on reflection or school based data results. Teachers place their classroom supply order in preparation for

the upcoming year.

Once our school based data comes in administration invites faculty and staff to attend a voluntary data chat to analyze our data and refine our efforts for the upcoming school year. A list of bottom quartile students is created so that when tutoring funding become available we can send invitations. Staff moves and additional school needs are determined during this session. Intensive professional development is then designed for every early dismissal day by the Leadership Team while maintaining our school choice focus of developing our "Leadership Academy".

During pre-planning the Leadership Team reviews all school wide-data and begins the process of creating the school improvement plan. Currently, all Mamie Agnes Jones Elementary staff members are all working to complete a book study of The Leader in Me by Stephen Covey that coordinates with our school choice theme builds the capacity to develop student leaders at Mamie Agnes Jones Elementary. Textbook Chairperson distributes TE's and student books to classrooms and makes the request for additional materials if necessary. Teacher supply order are distributed. SAC funds will be used to purchase books for teachers and students.

During Orientation and Open House, administrators convey mission and vision for upcoming school year. We invite parents to become active by volunteering, joining PTO, participating in SAC, or participating in school based events and activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Angela Jordan	Principal
Lloyd Gray	Business/Community
Monet Brown	Parent
Patricia Raymer	Teacher
Verna Hunt	Business/Community
Marla Almon	Education Support Employee
Rochelle Paris	Parent
Julie Horton	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC committee is awaiting FSA cut score release to complete our school based reflection of last year's school improvement practices.

Development of this school improvement plan

SAC reviewed the 2015-16 Mamie Agnes Jones Elementary school based data from I-Ready for Reading and Math K-5, Achieve 3000 and FCAT 2.0 Science data presented by Angela L. Jordan, Principal. Discusses implications and development of current goals for 2015-2016 allowing the SAC committee the opportunity to question or provide input towards the 2015-2016 goals.

Preparation of the school's annual budget and plan

Duval County follows the Staff Allocation Plan, at the end of 2014-2015, Principal Jordan reviewed the expected changes to staffing based on the proposed 2015-2016 budget. A review of the 11 day

count showed an increase to our enrolled by 41 students. We received three positions (Kg, 2nd, and 4th) to meet class size.

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

\$1,000.00 dollars of SAC funds were allocated to sponsor our Leadership Theme by purchasing books for teachers. Parent books will be purchased from Title I funds. Teachers and Parents will participate in a Leader in Me book study.

\$400.00 dollars of SAC funds were allocated to sponsor the MAJ annual Reading Celebration. The funds were to used to purchase bounce houses for students who reached their reading goal for the 2013-2014 school year.

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
Long, Angela	Principal
Bunker, Jill	Instructional Coach
Hamm, Rosetta	Teacher, K-12
Almon, Marla	Assistant Principal
McIntyre, Alma	Other

Duties

Describe how the LLT promotes literacy within the school

1. Coaching/modeling for teachers who have less than 3 years on that grade level or in that content area.

Bunker - Instructional Coach, Hamm - PDF.

The Literacy Coach and Lead "mentor" teachers will model lessons, plan with colleagues and provide professional development to support teachers with less than 3 years on that grade level or in that content area.

2. Data analysis by benchmarks to purposely form instructional groups for classroom differentiation . The principal/designee will schedule monthly meetings with the SIP Reading Committee and Literacy Leadership Team to address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement.

The principal/designee will monitor the implementation of the district curriculum and share data from classroom observations to help the leadership team identify next steps for teacher professional development. The principal/designee will lead the decision-making process to identify areas of need in reading and help to identify resources to meet those needs.

The principal/designee and the Literacy Leadership Team will analyze student data, develop the school's action plan to address students' instructional needs, develop the school-wide reading professional development plan, write the reading section of the school improvement plan, plan school-wide literacy events and schedule time for all teachers to visit the reading model classrooms.

3. Explicit vocabulary instruction professional development.

The Literacy Coach and Lead teachers will model lessons based on Marzano's six-steps to effective vocabulary instruction, PLC/VLC professional development and collaborative planning with colleagues.

Literacy Coach maintains a Frayer model "Leadership Words" focus bulletin board serve as a visual organizer that helps students understand key leadership words and concepts by providing student generated definitions, pictures, synonyms, antonyms, and student generated samples of how to use the leadership word in a sentence.

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

Mamie Agnes Jones Elementary has a family atmosphere that is carried over the teachers, students and parents to create strong community ties. MAJ has a sunshine committee that is dedicated to support and celebrations throughout life's many events (births, deaths, etc.). During pre-planning, teachers collaboratively created a definition of a learning community: Diverse people working toward common learning goals to support both the academic and affective growth and success of all learners. Our community agreement that lays out the way we do business here at Mamie Agnes Jones Elementary: Support each other's learning, Be on time, Have fun, Listen for understanding, Participate, Be ready to learn, Be truthful, Be professional, Be fully present, Be responsible, Check your "tech" and your "tude". Teachers also participated the birthday line up protocol to create personal connections to one another. Based on our TNTP data results, 79% of teachers reported that the time they spent collaborating with colleagues was productive. Ms. Pafford is our equality representative and she quarterly plans activities to enhance the positive working relationships among the staff. Administration has started the Indian Bowling Pin award. This award is a way to pay it forward to other staff members words of thanks or encouragement.

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

1. Accepting resumes through the year even when fully staffed to create a pool of viable candidates.
2. Regular meetings of novice teachers with Assistant Principal and/or Professional Development Facilitator to communicate expectations and to proactively address building concerns.
3. Assign mentor teachers to novice/ new to the district teachers.
4. Soliciting referrals from district staff and administrative colleagues
5. Collaborative interviewing and selecting process

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

Mentee: Michelle Eddy

Mentor Name: Bill Sweers

Rationale for Pairing: 15 yrs teaching Math (MI/Envision) with 88% 3 or higher FCAT Math. CET trained. Last year, his I-ready Math growth moved from 5% proficient to 69% proficient on the final administration.

Mentee: Amy Bell

Mentor Name: Vicki Wall

Rationale for Pairing: Mrs. Wall has 23 years of teaching experience, she is a former Literacy and Standards

Coach for America's Choice and is CET trained. I-Ready Reading data moved her class from 6%

mastery at administration 1 to 69% mastery on the final administration. I-Ready Math data moved her class from 13% mastery at administration 1 to 63% mastery on the final administration.

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

Mamie Agnes Jones Elementary ensures that its core instructional programs and materials are aligned to Florida's standards by using EQuIP protocols during common planning to look at student work. MAJ teachers follow the District curriculum guides and utilize materials adopted or suggested by Duval County and implement them with fidelity. Faculty members meet in Communities of Practice to develop common assessment in each academic area.. The Standards are the primary guide for the curriculum and all other pieces must align to the Standards. Leadership identifies "lead" teachers who demonstrate subject area of "focus" expertise.

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

Mamie Agnes Jones Elementary has regularly scheduled common planning and communities of practice meetings during which teachers bring their current data, student work, and computers to reference Performance Matters information on each student. Students are Tiered I, II, or III. Within the Tier I category, there is differentiation between those independent learners at the top, who must be challenged; and the others who respond to Tier I instruction adequately, but need encouragement and reinforcement. Tier II students are those who need additional small-group instruction, either frequently or occasionally during rotations. Tier III students often participate in Tier II; however, they need extensive remediation to be successful. They are taught in groups of one to three outside of the basic lesson time by the Reading Interventionist. Classwork, homework, and assessments may be adjusted according to individual student needs. Students who have an identified learning need documented on an IEP may receive extended time, have a test read to them, and/or use manipulatives to develop their understanding and 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: 5,000

Instruction in core academic subjects, enrichment activities during Communities of Practice days provided by MAJ resource teachers and daily RtI that contribute to a well-rounded education. Many teachers provide before and after school tutoring in core academic subjects to reinforce content and clarify misunderstandings. The tutoring is offered as a Tier II or Tier III initiative for non ESE students.

Strategy Rationale

Students who are struggling academically learn best when teachers can chunk the learning into smaller lessons. During tutoring sessions, teachers can work in small groups and provide the repetition that is necessary for student mastery.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Long, Angela, plank@duvalschools.org

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

Students sign in to each tutoring session. Teachers administer a pre and post assessments. They design next step lesson to address individual student weakness by analyzing current classroom data. Teachers also utilize technology to extend learning both at school and at home.

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

Current VPK students are expected to make 50% gains on the Oral Language/ Vocabulary, Mathematics, Phonological Awareness, and Print Knowledge categories of the VPK assessment. Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)

Academic expectations are rigorous. Instruction is given from the Little Treasures curriculum in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science (Mon, Wed, and Fri), and Social Studies (Tues, and Thursday everyday. Students also participate in Writer's Workshop.

Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day. They also use educational apps on the i-Pads, as well as the interactive whiteboard several times a week with teacher guidance.

In small groups of 2 or 3, students rotate through four of a possible eight centers each day. Each center focuses on a lesson objective and meets a Florida Early Learning and Developmental Standard for four-year-old students. The small groups are data-driven, and based upon student ability and needs.

Last week of school, have VPK students participate in Kindergarten classrooms for the reading and math lessons.

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

Mamie Agnes Jones Elementary utilizes several high school volunteers throughout the year to assist in learning and school related events. The elementary children see the teenagers (who might be older siblings) as positive role models and talk to them about high school, and beyond. Teachers may have interns, either short, or long-term, who also promote college awareness. In the spring the guidance counselor conducts career awareness lessons and invites visitors from various lines of work to speak to children. Officer Millan presentations are held during Red Ribbon week for K-2 to foster gun safety for students through the Eddie Eagle Presentation. The Officer also works with the MAJ Safety Patrol to understand their role in ensure the safe crossing of students during dismissal. The fire department has annual visit to MAJ to promote Fire Safety.

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

This year, our school theme is Leaders at MAJ...Set, Make and Break Records focusing on student empowerment to chart their on records. Our leadership model is based on the book *The Leader in Me* written by Stephen Covey combined with *The 7 Habits of Happy Kids* written by Sean Covey. The MAJ Leadership Academy will emphasize developing leadership in our students. We believe that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. Our focus will be developing the WHOLE child – socially, emotionally, academically and ethically. The MAJ Leadership Academy will be based on the principles of Dr. Stephen R. Covey, internationally renowned consultant and author of *The Leader in Me*, *The 7 Habits of Highly Effective People* and *First Things First*.

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

Our goal is to embed leadership habits into the school's culture and guide students, faculty and staff into building a leadership model. Community members and families will be given the opportunity through open house and various academic family nights to learn about and incorporate leadership principles at home. Throughout the school year, students will identify and set their own personal academic goals. Our children will track their progress and growth over the course of the school year. Students will also learn social etiquette; develop communication and presentation skills through student-led programming including a daily news broadcast, school-wide assemblies, community service projects, and student council.

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.** Strategic Plan Goal 4: Build Positive, Learning-Focused School Communities - If leadership habits are embedded into the school's culture then student ownership of their learning will increase.
- G2.** Goal 1: Prepare All Students for Success in College and Career - If teachers strategically implement differentiation strategies then student proficiency will increase.

Strategic Goals Detail

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

G1. Strategic Plan Goal 4: Build Positive, Learning-Focused School Communities - If leadership habits are embedded into the school's culture then student ownership of their learning will increase. 1a

G072037

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	70.0

Resources Available to Support the Goal 2

- The Leader in Me - Teacher Book study
- 7 Habits of Happy Kids by Sean Covey
- Franklin Covey Resources

Targeted Barriers to Achieving the Goal 3

- Level of instructional support required by teachers to explicitly model Beginning with the End in Mind (setting a goal based on data, monitoring their goal through class assignments/quizzes, conferencing and quarterly reflection) in order to successfully entrench this habit into MAJ daily culture.

Plan to Monitor Progress Toward G1. 8

Infuse leadership habits into daily classroom culture to increase student ownership of their learning.

Person Responsible

Angela Long

Schedule

Daily, from 9/1/2015 to 9/1/2015

Evidence of Completion

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.

Plan to Monitor Progress Toward G1. 8

Students will demonstrate the 7 Habits of Happy Kids. Teachers will submit names of students demonstrating the habit of the month.

Person Responsible

Marla Almon

Schedule

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

Evidence of Completion

Copies of student certificates posted on entry board recognizing the student (s) demonstrating the monthly trait.

G2. Goal 1: Prepare All Students for Success in College and Career - If teachers strategically implement differentiation strategies then student proficiency will increase. 1a

G072038

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Continue to use a rigorous gradual release learning model (I do, we do, you do) K-5.
- Items Specifications for Language Arts Florida Standards and Mathematics Florida Standards and CPALMS resources
- DAR Trial Teaching Strategies (TTS) for K-5 and the decision making tree
- I-Ready Reading (K-2 and selected 3-5) and I-Ready Math (K-5)
- Achieve 3000 (3rd - 5th)
- Gizmos (2nd - 5th)
- Barton for Tier III

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards
- Limited teacher knowledge of how analyze data to plan for differentiated centers rotations
- Limited teacher knowledge of new curriculum Duval Reads and Duval Math

Plan to Monitor Progress Toward G2. 8

Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.

Person Responsible

Angela Long

Schedule

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

Evidence of Completion

Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

Plan to Monitor Progress Toward G2. 8

Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.

Person Responsible

Marla Almon

Schedule

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

Evidence of Completion

Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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. Strategic Plan Goal 4: Build Positive, Learning-Focused School Communities - If leadership habits are embedded into the school's culture then student ownership of their learning will increase. **1**

 G072037

G1.B1 Level of instructional support required by teachers to explicitly model Beginning with the End in Mind (setting a goal based on data, monitoring their goal through class assignments/quizzes, conferencing and quarterly reflection) in order to successfully entrench this habit into MAJ daily culture. **2**

 B187843

G1.B1.S1 Teachers will utilize goal setting quarterly engage students in ownership of their learning in ELA, Math, and Science. **4**

 S199398

Strategy Rationale

Pillars of Excellent Instruction-students are fully engaged and taking ownership of their learning.

Action Step 1 **5**

Embed leadership habit of Beginning with the End in Mind (goal setting) into the school's culture to build a leadership model that increases student ownership.

Person Responsible

Angela Long

Schedule

Quarterly, from 10/1/2015 to 10/31/2015

Evidence of Completion

Smoke Signal Newsletter, early dismissal training agendas, teacher PD journals and notebook, student goal sheets and teacher conferencing notes.

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

Teachers will infuse leadership habits into daily classroom culture to increase student ownership of their learning.

Person Responsible

Marla Almon

Schedule

Daily, from 9/3/2014 to 6/5/2015

Evidence of Completion

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.

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

Teachers will infuse leadership habits into daily classroom culture to increase student ownership of their learning.

Person Responsible

Angela Long

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.

G1.B1.S3 Teachers will utilize monthly monitoring to engage students in ownership of their learning goals in ELA, Math, and Science. 4

S199400

Strategy Rationale

Pillars of Excellent Instruction-students are fully engaged and taking ownership of their learning.

Action Step 1 5

Embed leadership habit of Beginning with the End in Mind (monthly monitoring) into the school's culture to build a leadership model that increases student ownership.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 10/31/2015

Evidence of Completion

Student goal setting sheets with notes and scores capturing their thoughts on how to move forward.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will schedule a day towards the end of the month for students to record their progress and decide are they on track or do students need to make adjustments to achieve their previously set goal.

Person Responsible

Rosetta Hamm

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will schedule a day towards the end of the month for students to record their progress and decide are they on track or do students need to make adjustments to achieve their previously set goal.

Person Responsible

Bill Sweers

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Jean Hall

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Carolyn Mitchell

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Kay Normandin

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Linelle Jenkins

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher will submit monitoring day to Administration.

Person Responsible

Marla Almon

Schedule

Monthly, from 10/25/2015 to 5/23/2016

Evidence of Completion

Grade Level Chair email invite to Administrative Team to attend monitoring meeting day to conference with students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher will submit monitoring day to Administration.

Person Responsible

Angela Long

Schedule

Monthly, from 10/25/2015 to 5/23/2016

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

G1.B1.S4 Teachers will utilize quarterly reflections to engage students in strategically plotting their next steps to increase their proficiency in ELA, Math, and Science. reflecting as a way to 4

 S199401

Strategy Rationale

Pillars of Excellent Instruction-students are fully engaged and taking ownership of their learning.

Action Step 1 5

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Marla Almon

Schedule

Quarterly, from 10/26/2015 to 5/23/2016

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrative and Leadership Team will collect and review students data sheets.

Person Responsible

Marla Almon

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administrative and Leadership Team will collect and review students data sheets.

Person Responsible

Angela Long

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps. Teacher feedback notes.

G1.B1.S5 MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership. 4

 S199402

Strategy Rationale

Goal 3: Develop Great Educators and Leaders

Action Step 1 5

MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership.

Person Responsible

Angela Long

Schedule

Biweekly, from 11/1/2015 to 6/13/2016

Evidence of Completion

Leadership habits posted in classroom, continual reference to month leadership focus as a way to increase student ownership of academic success. Student progression of goals "Set, Make, and Break Records" school theme.

G2. Goal 1: Prepare All Students for Success in College and Career - If teachers strategically implement differentiation strategies then student proficiency will increase. 1

G072038

G2.B1 Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards 2

B187844

G2.B1.S1 Use Equip Protocols to review and discuss expected grade level benchmark/standards in grades K-5 common planning (as needed or with novice teachers). 4

S199403

Strategy Rationale

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace.

Action Step 1 5

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Jill Bunker

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on i-ready Reading, DAR, Achieve 3000, and module assessments.

Action Step 2 5

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Bill Sweers

Schedule

Monthly, from 9/3/2015 to 5/27/2016

Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on i-ready Math, DAR, Achieve 3000, and module assessments.

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Angela Long

Schedule

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

Evidence of Completion

Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or teacher made test.

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Marla Almon

Schedule

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

Evidence of Completion

Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Jill Bunker

Schedule

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

Evidence of Completion

Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Angela Long

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Person Responsible

Marla Almon


Schedule

Monthly, from 9/3/2014 to 5/27/2015


Evidence of Completion

Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

G2.B2 Limited teacher knowledge of how analyze data to plan for differentiated centers rotations **2**

 B187845

G2.B2.S1 Provide Professional Development on how to analyze student data to formulate teacher led center and differentiated rotations to close student learning gaps. **4**

 S199404

Strategy Rationale

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace and students taking ownership of their learning.

Action Step 1 **5**

Provide professional development on how to analyze data to plan for differentiated center rotations.

Person Responsible

Jill Bunker

Schedule

Every 3 Weeks, from 9/3/2015 to 5/27/2016

Evidence of Completion

I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.

Person Responsible

Jill Bunker

Schedule

Every 3 Weeks, from 10/9/2015 to 6/3/2016

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.

Person Responsible

Marla Almon

Schedule

Every 3 Weeks, from 10/9/2015 to 6/3/2016

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.

Person Responsible

Angela Long

Schedule

Every 3 Weeks, from 10/9/2015 to 6/3/2016

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.

Person Responsible

Marla Almon

Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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

Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.

Person Responsible

Angela Long

Schedule

Every 3 Weeks, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

G2.B3 Limited teacher knowledge of new curriculum Duval Reads and Duval Math 2

 B187846

G2.B3.S1 Rigorous and timely gradual release model expectations (I do, we do, you do) using Duval Reads and Duval Math 4

 S199405

Strategy Rationale

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace.

Action Step 1 5

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Person Responsible

Jill Bunker

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Model classrooms with lead teachers, CAST observations - pacing, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Person Responsible

Marla Almon

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Walkthroughs, CAST observations -pacing, teacher lesson plans, and student performance

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Person Responsible

Angela Long

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Walkthroughs, CAST observations - pacing, teacher lesson plans, and student performance

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Person Responsible

Marla Almon

Schedule

Weekly, from 8/16/2015 to 6/5/2016

Evidence of Completion

CAST observations - pacing, teacher lesson plans, and student performance

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Person Responsible

Angela Long

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

CAST observations - pacing, teacher lesson plans, and student performance

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	Embed leadership habit of Beginning with the End in Mind (goal setting) into the school's culture to build a leadership model that increases student ownership.	Long, Angela	10/1/2015	Smoke Signal Newsletter, early dismissal training agendas, teacher PD journals and notebook, student goal sheets and teacher conferencing notes.	10/31/2015 quarterly
G1.B1.S3.A1	Embed leadership habit of Beginning with the End in Mind (monthly monitoring) into the school's culture to build a leadership model that increases student ownership.		10/1/2015	Student goal setting sheets with notes and scores capturing their thoughts on how to move forward.	10/31/2015 monthly
G1.B1.S4.A1	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.	Almon, Marla	10/26/2015	Quarterly student data chat sheets with student reflections and next steps.	5/23/2016 quarterly
G1.B1.S5.A1	MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership.	Long, Angela	11/1/2015	Leadership habits posted in classroom, continual reference to month leadership focus as a way to increase student ownership of academic success. Student progression of goals "Set, Make, and Break Records" school theme.	6/13/2016 biweekly
G2.B1.S1.A1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Bunker, Jill	9/3/2014	Grade level minutes and data reflections, Student Academic growth on i-ready Reading, DAR, Achieve 3000, and module assessments.	5/27/2015 monthly
G2.B2.S1.A1	Provide professional development on how to analyze data to plan for differentiated center rotations.	Bunker, Jill	9/3/2015	I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting	5/27/2016 every-3-weeks
G2.B3.S1.A1	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.	Bunker, Jill	8/18/2015	Model classrooms with lead teachers, CAST observations - pacing, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.	6/5/2016 weekly

Duval - 2361 - Mamie Agnes Jones Elementary School - 2015-16 SIP
Mamie Agnes Jones Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Sweers, Bill	9/3/2015	Grade level minutes and data reflections, Student Academic growth on i-ready Math, DAR, Achieve 3000, and module assessments.	5/27/2016 monthly
G1.MA1	Infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Long, Angela	9/1/2015	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	9/1/2015 daily
G1.MA2	Students will demonstrate the 7 Habits of Happy Kids. Teachers will submit names of students demonstrating the habit of the month.	Almon, Marla	9/1/2015	Copies of student certificates posted on entry board recognizing the student (s) demonstrating the monthly trait.	6/3/2016 monthly
G1.B1.S1.MA1	Teachers will infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Long, Angela	8/11/2014	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	6/5/2015 daily
G1.B1.S1.MA1	Teachers will infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Almon, Marla	9/3/2014	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	6/5/2015 daily
G1.B1.S3.MA1	Teacher will submit monitoring day to Administration.	Almon, Marla	10/25/2015	Grade Level Chair email invite to Administrative Team to attend monitoring meeting day to conference with students.	5/23/2016 monthly
G1.B1.S3.MA1	Teacher will submit monitoring day to Administration.	Long, Angela	10/25/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/23/2016 monthly
G1.B1.S3.MA1	Teachers will schedule a day towards the end of the month for students to record their progress and decide are they on track or do students need to make adjustments to achieve their previously set goal.	Hamm, Rosetta	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 monthly
G1.B1.S3.MA4	Teachers will schedule a day towards the end of the month for students to record their progress and decide are they on track or do students need to make adjustments to achieve their previously set goal.	Sweers, Bill	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 monthly
G1.B1.S3.MA5	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.	Hall, Jean	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 quarterly
G1.B1.S3.MA6	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.	Mitchell, Carolyn	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 quarterly
G1.B1.S3.MA7	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.	Normandin, Kay	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 quarterly
G1.B1.S3.MA8	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.	Jenkins, Linelle	10/30/2015	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	5/31/2016 quarterly
G1.B1.S4.MA1	Administrative and Leadership Team will collect and review students data sheets.	Long, Angela	10/30/2015	Quarterly student data chat sheets with student reflections and next steps. Teacher feedback notes.	5/31/2016 quarterly
G1.B1.S4.MA1	Administrative and Leadership Team will collect and review students data sheets.	Almon, Marla	10/30/2015	Quarterly student data chat sheets with student reflections and next steps.	5/31/2016 quarterly

Duval - 2361 - Mamie Agnes Jones Elementary School - 2015-16 SIP
Mamie Agnes Jones Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.	Long, Angela	9/1/2015	Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 monthly
G2.MA2	Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.	Almon, Marla	9/1/2015	Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 monthly
G2.B1.S1.MA1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Long, Angela	9/3/2014	Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	5/27/2015 monthly
G2.B1.S1.MA5	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Almon, Marla	9/3/2014	Student academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	5/27/2015 monthly
G2.B1.S1.MA1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Long, Angela	9/1/2015	Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or teacher made test.	6/3/2016 monthly
G2.B1.S1.MA3	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Almon, Marla	9/1/2015	Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 monthly
G2.B1.S1.MA4	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Bunker, Jill	9/1/2015	Lesson plans and data reflections, Student Academic growth on i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 monthly
G2.B2.S1.MA1	Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.	Almon, Marla	9/1/2015	Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 every-3-weeks
G2.B2.S1.MA5	Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.	Long, Angela	9/1/2015	Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/3/2016 every-3-weeks
G2.B2.S1.MA1	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.	Bunker, Jill	10/9/2015	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/3/2016 every-3-weeks
G2.B2.S1.MA2	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.	Almon, Marla	10/9/2015	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/3/2016 every-3-weeks
G2.B2.S1.MA3	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, DAR, or module assessments to plan for differentiated center rotations.	Long, Angela	10/9/2015	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/3/2016 every-3-weeks
G2.B3.S1.MA1	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.	Almon, Marla	8/16/2015	CAST observations - pacing, teacher lesson plans, and student performance	6/5/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA4	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.	Long, Angela	8/18/2015	CAST observations - pacing, teacher lesson plans, and student performance	6/5/2016 weekly
G2.B3.S1.MA1	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.	Almon, Marla	8/18/2015	Walkthroughs, CAST observations - pacing, teacher lesson plans, and student performance	6/5/2016 weekly
G2.B3.S1.MA2	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.	Long, Angela	8/18/2015	Walkthroughs, CAST observations - pacing, teacher lesson plans, and student performance	6/5/2016 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. Strategic Plan Goal 4: Build Positive, Learning-Focused School Communities - If leadership habits are embedded into the school's culture then student ownership of their learning will increase.

G1.B1 Level of instructional support required by teachers to explicitly model Beginning with the End in Mind (setting a goal based on data, monitoring their goal through class assignments/quizzes, conferencing and quarterly reflection) in order to successfully entrench this habit into MAJ daily culture.

G1.B1.S1 Teachers will utilize goal setting quarterly engage students in ownership of their learning in ELA, Math, and Science.

PD Opportunity 1

Embed leadership habit of Beginning with the End in Mind (goal setting) into the school's culture to build a leadership model that increases student ownership.

Facilitator

Jordan

Participants

MAJ Faculty, Staff, and students

Schedule

Quarterly, from 10/1/2015 to 10/31/2015

G1.B1.S4 Teachers will utilize quarterly reflections to engage students in strategically plotting their next steps to increase their proficiency in ELA, Math, and Science. reflecting as a way to

PD Opportunity 1

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Facilitator

Angela Jordan, Marla Almon, and Jill Bunker

Participants

MAJ Teachers

Schedule

Quarterly, from 10/26/2015 to 5/23/2016

G1.B1.S5 MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership.

PD Opportunity 1

MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership.

Facilitator

Jordan, Almon, various school based leaders, and Covey representative

Participants

MAJ Staff

Schedule

Biweekly, from 11/1/2015 to 6/13/2016

G2. Goal 1: Prepare All Students for Success in College and Career - If teachers strategically implement differentiation strategies then student proficiency will increase.

G2.B1 Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards

G2.B1.S1 Use Equip Protocols to review and discuss expected grade level benchmark/standards in grades K-5 common planning (as needed or with novice teachers).

PD Opportunity 1

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Facilitator

Various

Participants

All MAJ Faculty and Support Staff

Schedule

Monthly, from 9/3/2014 to 5/27/2015

PD Opportunity 2

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

Facilitator

Various

Participants

All MAJ faculty and Support Staff

Schedule

Monthly, from 9/3/2015 to 5/27/2016

G2.B2 Limited teacher knowledge of how analyze data to plan for differentiated centers rotations

G2.B2.S1 Provide Professional Development on how to analyze student data to formulate teacher led center and differentiated rotations to close student learning gaps.

PD Opportunity 1

Provide professional development on how to analyze data to plan for differentiated center rotations.

Facilitator

Jordan, Almon, Bunker, Sweers, and DCPS district staff.

Participants

MAJ Teachers

Schedule

Every 3 Weeks, from 9/3/2015 to 5/27/2016

G2.B3 Limited teacher knowledge of new curriculum Duval Reads and Duval Math

G2.B3.S1 Rigorous and timely gradual release model expectations (I do, we do, you do) using Duval Reads and Duval Math

PD Opportunity 1

Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.

Facilitator

MAJ Coaches and various District Coaches

Participants

MAJ faculty and staff

Schedule

Weekly, from 8/18/2015 to 6/5/2016

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	Embed leadership habit of Beginning with the End in Mind (goal setting) into the school's culture to build a leadership model that increases student ownership.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2361 - Mamie Agnes Jones Elementary School			\$0.00
2	G1.B1.S3.A1	Embed leadership habit of Beginning with the End in Mind (monthly monitoring) into the school's culture to build a leadership model that increases student ownership.				\$0.00
3	G1.B1.S4.A1	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.				\$0.00
4	G1.B1.S5.A1	MAJ Faculty and Staff will complete a book study of the Leader in Me to develop and implement leadership habits within our school culture that focus on student ownership.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	2361 - Mamie Agnes Jones Elementary School	School Improvement Funds		\$3,000.00
				Notes: Purchase <i>Leader in Me</i> book copies for school wide book study to provide staff with background knowledge of how leadership habits can increase student achievement.		
5	G2.B1.S1.A1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.				\$0.00
6	G2.B1.S1.A2	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.				\$0.00
7	G2.B2.S1.A1	Provide professional development on how to analyze data to plan for differentiated center rotations.				\$0.00
8	G2.B3.S1.A1	Model teacher proficiency in the expected learning models (I do, we do, you do and gradual release) within allotted time frames to increase lesson pacing for Duval Reads and Duval Math.				\$0.00
					Total:	\$3,000.00