Sadie T. Tillis Elementary School

2016-17 Schoolwide Improvement Plan

Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

http://www.duvalschools.org/sadietillis

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	F	F

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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sadie T. Tillis Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sadie T. Tillis Elementary School is a community of lifelong learners who are committed to academic excellence and social and personal development. Our learning environment is rigorous, risk-free, equitable, and engaging for all.

b. Provide the school's vision statement.

We envision Sadie T. Tillis Elementary to be a standards-based learning community where we work to help all learners experience the real life application of basic skills and concepts. Students will also be exposed to a wide variety of resources to help develop the whole child.

2. School Environment

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

Sadie T. Tillis makes building cultures among staff and students a priority. We begin with orientation and next is open house. We have a large ESOL population and we make sure to send home information in English and Spanish. We have several translators working in the building. The classroom teachers use reading and math interest inventories as an initial step in getting to know the students. Through the use of goal setting teachers can learn more about individual students. Teachers and staff review data from TNTP surveys and Gallup surveys to determine impressions of how students feel at school and how parents are welcome.

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

In order to develop a safe and respected school environment we always keep the students in the forefront. The foundation team at Sadie T. Tilis has created a school wide "Guidelines for Success", expectations which are reviewed daily with the student body. In Sadie T. Tillis establishes school rules, rituals, and routines that are put into place immediately. We hold assemblies monthly with all of the students to clearly explain expectations. The safety committee has created a safe school plan to implement during emergencies. Our school counselor delivers classroom lessons on character education and bullying. In addition to the school-wide discipline plan, we have a safety plan for all hours of the school, with and without the expectation of students being in classrooms. School personnel will be on duty as of 8:00 a.m. every morning. Students are expected to go to the designated area for supervision until it is time for school to begin. Team Up (after school program) has been designed to focus on the needs of the academic at-risk students. Personnel have been trained on academic and enrichment activities.

c. 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.

In order to build a positive atmosphere around the school with behavior we utilize positive referrals. A behavior chart will be posted in each classroom. Each learner will have a pocket or clip on the chart. Each color on the chart indicates to the student how he/she is doing and whether or not an award or

consequence will be necessary as a result of choices the student has made. This system will be implemented in all classrooms, including resource classes and lunch. A note will be placed on the classroom clipboard to let the classroom teacher know if there are students who should receive rewards or consequences for their choices during special classes. The expectations for the use of each of these is clearly explained to the teachers and the students. Foundations training is provided to teachers and students on expectations for children. We also have code of conduct lessons with the students.

PInk Outstanding
Purple Great Day
Blue Good Job
Green Ready to Learn
Yellow Think About It
Orange Teacher's Choice
Red Parent Contact*

Incentives
• Periodically, we will celebrate students who are at the certain levels on the Behavior Chart. For example, we may announce that "Any student at the "blue" level or higher will receive a prize." When the surprise announcement is made designated students will receive a treat.
• Learners who earn an 'A' in citizenship on their Report Card will receive a ribbon at the end of each quarter. Learners that receive an "A" each quarter will receive recognition at the end of the year awards ceremony.
• STUDENT OF THE MONTH.... Each month, a student of the month from each class will be recognized. These students exhibit the qualities of successful learners in keeping with the Habits of Mind and/or Guidelines for Success. These special students will be recognized on the morning announcements and their pictures will be placed on the bulletin board in the main hallway.

Guidelines for Success
To help students develop the attitudes, traits, and behaviors necessary for success in school and in life, the following Guidelines for Success will be implemented.
As successful students at Sadie T. Tillis:
1. We are prepared to succeed with all we need. (prepared)
2. We use kind words, voices and actions. (respectful)
3. We do the right thing even when no one is looking. (integrity)
4. We are in the right place, at the right time, doing the right thing. (dependable)
5. We always do our best. (Excellence)

School-Wide Attention Signal
When students hear, "Give me five!" and see a hand raised, they will do the following:
1. Eyes on the speaker.
2. Quiet
3. Be still.
4. Hands free. (Put things down.)
5. Listen closely.

CHAMPS is implemented school wide. A school wide discipline plan has been created that reinforces the new district student code of conduct.

d. 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.

Sadie Tillis Elementary School has a full-time guidance counselor, Jennifer Celani. She has systems in which both parents and teachers can request assistance through counseling and mentoring. She

has direct intervention services for identified student groups and collaborates with the leadership team in using data to make decisions about interventions and strategies that support the needs of the students. She links community service agencies and district staffing personnel to schools and families to support the child's academic, emotional, behavioral, and social success. She also has a plan for addressing attendance in a positive manner. She will meet with students for classroom guidance, which provides character education and social skills for all students. She will use the Second Step curriculum as well as Career Counseling curriculum.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The above listed early warning indicators are used to identify at-risk students.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	8	5	8	9	2	0	0	0	0	0	0	0	44
One or more suspensions	2	0	0	1	0	5	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	9	3	5	3	1	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	11	22	17	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	0	5	4	5	0	0	0	0	0	0	0	18

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

The Collaborative Problem solving Team (CPST) meets to discuss data and plan intervention for target students for academic and behavior support through the RTI process. The Attendance Intervention Team meets monthly with parents of students with excessive absences and tardies. The leadership team reviews data frequently to target students who need the support of the reading and math interventionists. Reading and math interventionist spend 80% or more of their day in classrooms supporting at-risks students. Administrative student data chats are conducted to make students aware of their progress and to help them set goals for improvement. Data and goals are monitored to ensure positive progress.

B. Family and Community Engagement

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

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Sadie T. Tillis Elementary School will provide the following activities for parents to participate in the school experience with their child(ren):
*Parent Volunteer Training
*Literacy Night
*Winter Reading Wonderland
*Math Expo
*Annual Title 1 Meeting
*Science Expo
*FCAT Parent Nights
*FCAT Rally
*Reading Celebration
*Spring Carnival
*Campus Beautification Day
*Benchmarks & Breakfast
*End of the Year Parent Event

2. 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.

Sadie T. Tillis partners with various businesses to support student achievement. Parents are kept informed through SAC, school messenger, flyers, marque, and the schools website. The school has a parent resource area where parents can borrow materials for students to use at home.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Lee, Marianne	Principal
Woods, Jessica	Instructional Coach
Bell, Melissa	Assistant Principal
Celani, Jennifer	School Counselor
Cary, Diane	Instructional Coach

b. Duties

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

The RtI Leadership Team has four primary functions:
1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels;
4. Develop depth of knowledge about Response to Intervention
5. Monitor the implementation of the three-tiered Response to Intervention model at Sadie T. Tillis Elementary School.
6. Develop knowledge about best practices in assisting teachers with the implementation of Response to Intervention

The entire school-based RtI Leadership Team should meet at least weekly to engage in school wide problem-solving. The team will engage in the following activities:
● Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
● Identify professional development needs and RtI resources;
● Review universal screening data and link to instructional decisions;
● Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
● Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

2. 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.

• Principal: Marianne Lee: Provide a school-wide vision for the use of data-based decision making; ensures that the school is using professional literature to help support our professional development with RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; and communicates with parents regarding school-based RtI plans and activities.
* Assistant Principal: Melissa Bell. Responsible for testing, campus security, cafeteria, para professionals, scheduling, and events. Oversees textbooks, Title I, and Math and Science curriculum. Provide a school-wide vision for the use of data-based decision making; ensures that the school is using professional literature to help support our professional development with RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; and communicates with parents regarding school-based RtI plans and activities. Mrs. Bell's main responsibility is to support the work of the principal and to follow through on duties assigned to her as she learns the many facets of leadership.
● Guidance Counselor: Jennifer Celani Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents and administrators; provides group and individual student interventions; and conducts direct observation of student behavior
● Leadership Team Members (Instructional Coaches): Provides information about core instruction; participates in student data collection; deliver Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
● Primary & Intermediate RtI Team Leaders (to be added at a later time): One person per primary & intermediate grades to connect with teachers on every grade level in the process of RtI interventions

and to provide support with interventions, documentation and graphing.

Title 1: All incoming Kindergarten students and parents are invited to attend a kindergarten orientation. During the orientation, students get to meet their teachers and visit their classrooms. This opportunity gives kindergarten students a feeling of comfort when they arrive for the first day of school.

During the first two weeks of school, students are given baseline assessments to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/ECHOS, FAIR and Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/ School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. District provided assessments along with teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be used to plan daily instruction for all students, including those who may need intervention beyond core instruction. Instruction will include modeling, guided practice and independent practice of all areas identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Title I, Part C- Migrant: N/A
Title I, Part D: N/A
Title II: DCPS receives supplemental funds for improving basic education programs through the purchase of equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.
Title III: Services are provided through the district for educational materials to improve the education of English Language Learners. Teachers receive ESOL Endorsement through District Level Professional Development.
Title VI, Part B: N/A
Title X, Homeless: The District provides social workers and counselors that works with the parents/ guardians of homeless children to ensure that the students have acceptable housing , food,clothing and school supplies.
SAI: Sadie T. Tillis Elementary School will use district funds to address the academic needs of Level 1 and Level 2 readers via before, during and after-school tutoring/small group instruction. Saturday School may be offered as funding allows.
Violence Prevention Programs
The District provides funding for various research based programs such as CHAMPS, Second Steps, Bullying and Foundations that school culture and reduces violence.
Nutrition Programs: n/a
Housing Programs: n/a
Head Start: n/a
Adult Education: n/a
Career and Technical Education: n/a
Job Training :n/a

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tabetha Cox	Teacher
Tina Bacon	Education Support Employee
Marianne Lee	Principal
Melissa Bell	Education Support Employee
Junnie Watson	Parent
Jency Lucas	Parent
Carol Bunker	Business/Community
Reba Morgan	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) met to determine if previous year's goals were met or should be continued for the 2015-2016 school year. It was determined that small group works with really well for our students and saw great lift in instruction via Iready data. Suggestion was made to continue working on small group instruction with teachers to ensure it's data driven, in addition to centers. SAC was really excited by the additional technology that has been placed in classrooms this school year.

b. Development of this school improvement plan

A draft version of the School Improvement Plan was shared with the SAC membership. Strategies were discussed and input received for the plan and specifically parent involvement activities surrounding the work of the plan.

c. Preparation of the school's annual budget and plan

Fund amount to be determined; Student planners and Book of the Month titles were purchased with the previous year's budget allocation

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

Student Agenda Planners

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lee, Marianne	Principal
Bell, Melissa	Assistant Principal
Adams, Ileana	Other
Addison, Sonya	Teacher, K-12
Cox, Tabetha	Teacher, K-12
Diletto, Lindsay	Teacher, K-12
Shaffer, Corrine	Teacher, K-12
Cary, Diane	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Sadie T. Tillis will focus on DUVAL Reads implementation across grade levels. Math is also a major focus on instructional re-design. Grade level model classrooms will be fully developed in order to do "instructional rounds" where other teachers may visit and receive support.

D. 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).

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

Teachers and administration work together collaboratively through our Shared Decision Making Team, committees, quarterly teacher feedback chats with the principal, PLC meetings and WOW Wednesdays. Teachers' accomplishments are highlighted weekly in our PawPrints (faculty newsletter). Teachers regularly participate in social events outside of the school like "Birthday Breakfasts" and "Planning Day Breakfasts". Teachers also regularly participate in instructional rounds to learn from each other.

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

1. Mentoring teachers, new and veteran, to Sadie T. Tillis Elementary with either a buddy or mentor
2. Tour of the School/Transition Meeting
3. PLC Wednesdays (Early Dismissal days only)
4. Early Dismissal & Faculty Meeting Trainings

Our plan for the recruitment of highly qualified teachers includes developing more in-service teachers so that they can become directing teachers for pre-service teachers. Once we increase the number of interns in our building, we will aggressively develop them and make every effort to retain them as a part of our teaching staff.

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

Both Primary Teachers with similarities in personality, has experienced great success with implementation of the Workshop models of instruction. Instructional coaches have been paired to provide support specific to the challenges third grade teachers face.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The New Florida Standards (ELAFS and MAFS) are aligned through the use of the district curriculum guide as well as through grade level curriculum mapping. The NGSSS for Science will be used for our science instruction. Again, this is done through curriculum mapping.

b. Instructional Strategies

1. 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.

Administrators, coaches, interventionists, and teachers regularly consult data and anecdotal notes to determine the latest academic needs. Using Performance Matters Sadie Tillis Elementary School uses multiple forms of data. This includes: I-Ready (reading and math), DAR (reading), primary informal assessments (like Concepts of Print, Letter-Sound assessments, math assessments), and intermediate district baselines . In PLCs, the instructional coaches will look at data from these multiple data sources to determine whole and small group next steps with classroom teachers. With this information, teachers work with coaches, interventionists and ESE specialists to create small groups, specific needs centers, push-in classroom support, pull-out groups and direct instruction.

2. 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: 0

Teachers were given research-based programs based on their grade levels and student needs:
*Kindergarten-2nd Grade: Fountas & Pinnell Word Study, Text Talk and High Frequency Word explicit teaching and practice
*3rd-5th Grade: 3rd & 4th grades will use Achieve 3000, Guided Reading and Text Talk (3rd only). 5th grade is implementing the non-fiction articles and centers to go with the data that students need for science. Achieve 3000 is where we will pull the articles and completing at least one article per week in addition to regular classroom implementation. It is differentiated based on needs of students. Each classroom will focus on a particular comprehension strategy based on the data.

Strategy Rationale

To build strong foundational skills in primary grades and increase comprehension in grades 3-5.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lee, Marianne, leem3@duvalschools.org

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

Student data from IReady, Achieve 3000 and CGA Science Basesline assessments will provide a pre-assessment for our school. Mid-Year and End of the Year district assessments will serve to modify our instruction based on this information. Effectiveness of the instruction will be monitored through these assessments.

2. Student Transition and Readiness

a. 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).

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

All incoming Kindergarten students and parents are invited to attend a kindergarten orientation. During the orientation, students get to meet their teachers and visit their classrooms. This opportunity gives kindergarten students a feeling of comfort when they arrive for the first day of school.

During the first two weeks of school, students are given baseline assessments to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/ECHOS, FAIR and Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/ School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. District provided assessments along with teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be used to plan daily instruction for all students, including those who may need intervention beyond core instruction. Instruction will include modeling, guided practice and independent practice of all areas identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If, after reviewing student data, teachers differentiate instruction by effectively planning and implementing high quality small group instruction in reading, math, science and writing, then proficiency levels and learning gains will increase.

G2.   If we increase consistent and effective implementation of PBIS (Positive Behavior & Intervention System), then our discipline referrals will decrease, thus increasing student time on task.

Strategic Goals Detail

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

G1. If, after reviewing student data, teachers differentiate instruction by effectively planning and implementing high quality small group instruction in reading, math, science and writing, then proficiency levels and learning gains will increase. 1a

🔍 G084143

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	68.0

Targeted Barriers to Achieving the Goal 3

- Anticipated barriers are teachers limited understanding of the MAFS content as well as providing rigorous, differentiated instruction within the new Duval Math Curriculum and Center Rotations.

- Limited use of specific assessments based on the science strands with an appropriate level of rigor in all grades K-5.

- Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

- An anticipated barrier is teachers understanding/unpacking the Florida Standards in Reading and Math

- Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources are mathematics coaches and administration which will provide ongoing support as well as professional development . The district adopted curriculum (Duval Math) and Every Day Counts Calendar which will be implemented in each class with fidelity daily. I-Ready toolbox as a resource to differentiate and remediate instruction. Guided Math lessons to differentiate instruction at the teacher table daily. Higher order questioning. Using written processes involving Math language and reasoning; to include rubrics from the item specifications of the MAFS. Implementing informal and formal assessments (Mid and Post Module Assessments) in order to ascertain students' strengths and weaknesses.

- District curriculum guides, NGSSS Science Item Specifications, NGSSS Science Standards for Elementary

- Resources are reading coaches and administration which will provide ongoing support as well as professional development. The district adopted curriculum and skills block instruction which will be implemented in each class with fidelity. I-Ready, Achieve 3000 and SRA Reading Mastery (for the most intensive ESE students as a resource to differentiate and remediate instruction. Guided Reading lessons to differentiate instruction, higher order questioning, using written processes involving Accountable Talk. Implementing informal and formal assessments in order to ascertain students' strengths and weaknesses.

- The Next Step in Guided Reading (Professional Text)

- Guided Math

- Duval Reads K-5 Teacher Manuals

- Literacy Leadership Team, Writing Committee, Daily Grade Level Common Planning, Early Dismissal Day Professional Learning (PLCs), FSA Item Specifications for Reading Rubrics, Teaching Learning Rubrics, Writing Craft Strategies, Mentor Texts, Craft Lessons: Teaching Writing K-8 by Fletcher. Continuum of Literacy Learning and Guided Readers and Writers by Fountas and Pinnell. The Art of Teaching Writing by Lucy Calkins.

Plan to Monitor Progress Toward G1. `8`

Progress will be monitored through teacher feedback, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classrooms assessments.

Person Responsible

Diane Cary

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Students making 57% proficiency on the 2015 Reading Florida Standards Assessment will serve as evidence of completion of this goal.

G2. If we increase consistent and effective implementation of PBIS (Positive Behavior & Intervention System), then our discipline referrals will decrease, thus increasing student time on task. 1a

🔍 G084144

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	185.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack strategies for classroom management that result in positive behavior.

- Teachers lack knowledge of how poverty affects student behavior and learning.

- Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior.

- There are no structures in place to provide additional support to High Promise students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step Curriculum

- Professional Literature (Teaching With Poverty in Mind by Eric Jensen and Habits of MInd by Art Costa)

- MTSS/B (Tier 1) Foundations and CHAMPs Model for Classroom Management

- Guidance Counselor (Guidance in the Classroom)

- School Wide Discipline Plan

- Positive Incentive Programs including Pawsitive Panthers, Habit Cards, Student of the Month, Pink Card Days, Collecting Paws, Positive Recognition Referrals

Plan to Monitor Progress Toward G2. 8

Monitor Discipline Data

Person Responsible
Melissa Bell

Schedule
Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion
Disaggregated Discipline Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If, after reviewing student data, teachers differentiate instruction by effectively planning and implementing high quality small group instruction in reading, math, science and writing, then proficiency levels and learning gains will increase. 1

🔑 G084143

G1.B1 Anticipated barriers are teachers limited understanding of the MAFS content as well as providing rigorous, differentiated instruction within the new Duval Math Curriculum and Center Rotations. 2

🔑 B223570

G1.B1.S1 Teachers will meet with the math coach weekly to unpack the standards and Duval Math lesson plans through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. [copy] 4

🔑 S235902

Strategy Rationale

Teachers need time time to discuss these detailed lesson plan designs and how to deliver them effectively within their classrooms. As a team we will address foreseeable issues within the new curriculum and differentiate the lessons based on the needs of our students.

Action Step 1 5

Mathematics coach will meet with teachers once per week (in grades Kindergarten-5th). Teachers also have a second optional PLC day built in to help meet their needs (in grades 2-5) for Common Planning to unpack current standards within the Duval Math curriculum and embed the use of item specifications in order to plan effective instruction. Administration and the mathematics coach will meet monthly with teachers to unpack upcoming standards and address foreseeable concerns within the new curriculum.

Person Responsible

Jessica Woods

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Coaches and teachers will complete a weekly collaborative planning document through PLC's.

Action Step 2 `5`

Develop differentiated lessons during Common Planning to support the needs of all students. They will plan for differentiated center rotations and discuss the RTI process for students who are not meeting Tier 1 expectations.

Person Responsible

Jessica Woods

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans.

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

PLC agendas, Collaborative Planning Document, CAST Informal/Formal Observations, Classroom Walkthroughs, Instructional Rounds with coach and/or administrators

Person Responsible

Jessica Woods

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Coach and teachers will complete weekly collaborative planning documents. PLC agendas from meetings; copies of CAST observations; copies of classroom walkthrough forms; copy of Instructional Round feedback documents.

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

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio work, classroom visits, focus walks, observations, teacher small-group lesson plans, student work protocol (in PLC), and data analysis on exit tickets, mid module, and post module assessments.

Person Responsible

Jessica Woods

Schedule

Daily, from 8/22/2016 to 5/29/2017

Evidence of Completion

Students performing at a proficiency level in Mathematics on the FSA in all subgroups will serve as evidence of completion of this goal.

G1.B5 Limited use of specific assessments based on the science strands with an appropriate level of rigor in all grades K-5. `2`

🔍 B223574

G1.B5.S1 Science teachers will utilize item specifications to ramp students up to the 5th grade level expectations. [copy] `4`

🔍 S235904

Strategy Rationale

Action Step 1 `5`

Science teachers will examine previous years (K-4) content based on 5th grade item specifications. previous grade level item specifications to determine content to review with 5th grade students.

Person Responsible

Melissa Bell

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Lesson plans, interactive journals

Plan to Monitor Fidelity of Implementation of G1.B5.S1 [6]

Professional development will be provided by district science specialist as needed according to data from curriculum guide assessments in grades k-5.

Person Responsible

Melissa Bell

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Lesson plans, interactive journals, performance on curriculum guide assessments, performance on FCAT 2.0.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 [7]

Classroom observations of science lessons, labs, and interactive journals.

Person Responsible

Melissa Bell

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Student achievement will increase based on the standards based assessments due to instruction and participation in labs and experiments.

G1.B6 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction. 2

🔍 B223575

G1.B6.S1 Teachers will use data (i-Ready, Achieve 3000, Guided Reading, anecdotal notes) to form differentiated groups during small group instruction time. [copy] 4

🔍 S235905

Strategy Rationale

When teachers use this data, groups can be planned based on exactly what skills or strategies that students need to learn.

Action Step 1 5

Develop differentiated lessons during Common Planning to support the needs of all students.

Person Responsible

Diane Cary

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Reading coach will meet with teachers for Common Planning to plan for small group instruction. Data sources will be used to plan these small groups.

Person Responsible

Marianne Lee

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teachers will have differentiated small group lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Progress will be monitored through teacher feedback, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

62% of students in grades 3-5 scoring at a level 3 or higher on the 2016 Florida Standards Assessment for Reading will serve as evidence of completion.

G1.B7 An anticipated barrier is teachers understanding/unpacking the Florida Standards in Reading and Math `2`

🔑 B223576

G1.B7.S1 Teachers will meet weekly with the reading coach to unpack the standards and map lessons based upon the LAFS. Through the use of the IIT district roll-out, the leadership team will use a monthly instructional focus to plan early release, set goals, progress monitor and plan coaching and teacher support. `4`

🔑 S235906

Strategy Rationale

Meeting weekly with the teachers will allow the teachers to discuss how they are delivering the content of the standards that will be assessed on FSA. Through this collaboration, they will get ideas for their teaching.

Action Step 1 `5`

Teachers will bring the LAFS standards materials, complex text options and curriculum maps with them to each PLC meeting and we will review the lessons for the upcoming week.

Person Responsible

Diane Cary

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

The evidence will be the common planning agendas that are completed at the meetings.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

62% of students in grades 3-5 will score at a level 3 or higher on the 2016 Florida Standards Assessment for Reading.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 8/30/2016 to 5/26/2017

Evidence of Completion

Implementation will be considered effective when 62% of our 3-5 students score a level 3 or higher on the 2016 Florida Standards Assessment for Reading.

G1.B8 Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing 2

🔍 B223577

G1.B8.S1 Professional learning and reading coach support with lessons that link reading and writing, as well as the effective use of mentor texts to teach writer's craft. [copy] 4

🔍 S235907

Strategy Rationale

Teachers and students need to learn how to use mentor texts to refine their own writer's craft.

Action Step 1 5

Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.

Person Responsible

Diane Cary

Schedule

Weekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

PLC agendas, lesson plans, curriculum mpas

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Classroom walkthroughs, student work protocols, CAST formal/informal observation tools, instructional rounds

Person Responsible

Jessica Fowler

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Class Walkthrough forms, Copies of CAST observations, Copies of QFIC instructional rounds notes

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Data chats with teachers to monitor whole group, small group, and individual progress monitoring.

Person Responsible

Marianne Lee

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data chat sheets for individual students, Guided Reading feedback, and Class data monitoring sheets

G2. If we increase consistent and effective implementation of PBIS (Positive Behavior & Intervention System), then our discipline referrals will decrease, thus increasing student time on task. `1`

🔑 G084144

G2.B1 Teachers lack strategies for classroom management that result in positive behavior. `2`

🔑 B223578

G2.B1.S1 Teachers will implement the School Wide Discipline Plan with fidelity and consistency including Foundations and CHAMPs. `4`

🔑 S235908

Strategy Rationale

Student misbehavior results in disruptions to learning, decreased time on task, and loss of instructional time.

Action Step 1 `5`

Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.

Person Responsible

Marianne Lee

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher reflections and feedback forms

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

Classroom Walk-throughs and observations

> **Person Responsible**
>
> Melissa Bell
>
> **Schedule**
>
> Weekly, from 8/15/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> Classroom Walk-through documents

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

Classroom Walkthroughs Using Indicators for Domain 2 of CAST Rubric.

> **Person Responsible**
>
> Melissa Bell
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> Walk-through forms

G2.B2 Teachers lack knowledge of how poverty affects student behavior and learning. 2

🔑 B223579

G2.B2.S1 Learn more about the physical, emotional, and behavioral effects of poverty and implement learning in the classroom. 4

🔑 S235909

Strategy Rationale

Understanding the challenges students face in their personal lives will better equip teachers to help them be successful in their school lives.

Action Step 1 5

Person Responsible

Marianne Lee

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data Chats, PLC

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

Reflective Conversations in Book Study Group

Person Responsible

Melissa Bell

Schedule

Every 2 Months, from 9/7/2015 to 5/26/2016

Evidence of Completion

Feedback and Discussion Forms

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

Classroom Observations using Domain 2 of CAST Rubric

Person Responsible

Melissa Bell

Schedule

On 6/2/2017

Evidence of Completion

Rubrics

G2.B3 Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior. 2

🔑 B223580

G2.B3.S1 Implement a variety of engagement strategies, innovative instructional techniques and differentiated instruction daily. 4

🔑 S235910

Strategy Rationale

Action Step 1 5

All teachers will receive training in Kagan Strategies (collaborative structures).

Person Responsible

Marianne Lee

Schedule

On 6/2/2017

Evidence of Completion

Teacher Reflections from Training

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

Classroom Walk-throughs and observations

Person Responsible

Marianne Lee

Schedule

On 6/2/2017

Evidence of Completion

Focus Walk/Walk-through forms

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

Discipline Data will be monitored to determine the correlation between engagement and discipline.

Person Responsible

Marianne Lee

Schedule

On 6/2/2017

Evidence of Completion

Discipline data and walk-through forms

G2.B5 There are no structures in place to provide additional support to High Promise students. `2`

🔑 B223582

G2.B5.S1 Match ovearge students with I'm A Star! mentors.(From I'm a STAR Foundation) `4`

🔑 S235913

Strategy Rationale

Some students need ongoing support and encouragement from a caring adult within the school or community.

Action Step 1 `5`

High promise students will be matched with a suitable adult mentor who will meet with them throughout the school year.

Person Responsible

Melissa Bell

Schedule

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

Evidence of Completion

Sign in logs for mentors.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Monthly check-in sessions with mentors and mentees.

Person Responsible

Melissa Bell

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Notes from check in meetings.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Monitor discipline data for High Promise students.

Person Responsible

Melissa Bell

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Discipline data reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.MA1 M309797	Reflective Conversations in Book Study Group	Bell, Melissa	9/7/2015	Feedback and Discussion Forms	5/26/2016 every-2-months
G2.B5.S1.MA1 M309805	Monthly check-in sessions with mentors and mentees.	Bell, Melissa	10/1/2015	Notes from check in meetings.	5/27/2016 monthly
G1.B6.S1.MA1 M309788	Reading coach will meet with teachers for Common Planning to plan for small group instruction....	Lee, Marianne	9/1/2015	Teachers will have differentiated small group lesson plans.	5/31/2016 weekly
G1.B8.S1.MA1 M309791	Data chats with teachers to monitor whole group, small group, and individual progress monitoring.	Lee, Marianne	9/1/2015	Data chat sheets for individual students, Guided Reading feedback, and Class data monitoring sheets	5/31/2016 quarterly
G1.B8.S1.MA1 M309792	Classroom walkthroughs, student work protocols, CAST formal/informal observation tools,...	Fowler, Jessica	9/1/2015	Class Walkthrough forms, Copies of CAST observations, Copies of QFIC instructional rounds notes	5/31/2016 daily
G2.B5.S1.MA1 M309804	Monitor discipline data for High Promise students.	Bell, Melissa	10/1/2015	Discipline data reports.	6/10/2016 monthly
G2.B5.S1.A1 A304289	High promise students will be matched with a suitable adult mentor who will meet with them...	Bell, Melissa	8/24/2015	Sign in logs for mentors.	6/10/2016 weekly
G1.B6.S1.MA1 M309787	Progress will be monitored through teacher feedback, student monitoring progress forms, portfolio,...	Lee, Marianne	8/29/2016	62% of students in grades 3-5 scoring at a level 3 or higher on the 2016 Florida Standards Assessment for Reading will serve as evidence of completion.	5/26/2017 daily
G1.B6.S1.A1 A304282	Develop differentiated lessons during Common Planning to support the needs of all students.	Cary, Diane	8/29/2016	Teachers will develop and document differentiation within their lesson plans.	5/26/2017 weekly
G1.B7.S1.MA1 M309789	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio,...	Lee, Marianne	8/30/2016	Implementation will be considered effective when 62% of our 3-5 students score a level 3 or higher on the 2016 Florida Standards Assessment for Reading.	5/26/2017 daily
G1.B7.S1.MA1 M309790	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio,...	Lee, Marianne	8/29/2016	62% of students in grades 3-5 will score at a level 3 or higher on the 2016 Florida Standards Assessment for Reading.	5/26/2017 daily
G1.B7.S1.A1 A304283	Teachers will bring the LAFS standards materials, complex text options and curriculum maps with...	Cary, Diane	8/29/2016	The evidence will be the common planning agendas that are completed at the meetings.	5/26/2017 weekly
G1.B8.S1.A1 A304284	Use mentor texts as models for explicit writing instruction. Integrate writing instruction in...	Cary, Diane	8/30/2016	PLC agendas, lesson plans, curriculum mpas	5/26/2017 weekly
G1.MA1 M309793	Progress will be monitored through teacher feedback, student monitoring progress forms, portfolio,...	Cary, Diane	8/22/2016	Students making 57% proficiency on the 2015 Reading Florida Standards Assessment will serve as evidence of completion of this goal.	5/29/2017 weekly
G1.B1.S1.MA1 M309783	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio...	Woods, Jessica	8/22/2016	Students performing at a proficiency level in Mathematics on the FSA in all subgroups will serve as evidence of completion of this goal.	5/29/2017 daily
G1.B1.S1.MA1 M309784	PLC agendas, Collaborative Planning Document, CAST Informal/Formal Observations, Classroom...	Woods, Jessica	8/22/2016	Coach and teachers will complete weekly collaborative planning documents. PLC agendas from meetings; copies of CAST observations; copies of classroom walkthrough forms; copy of	5/29/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Instructional Round feedback documents.	
G1.B1.S1.A1 🔍 A304279	Mathematics coach will meet with teachers once per week (in grades Kindergarten-5th). Teachers also...	Woods, Jessica	8/22/2016	Coaches and teachers will complete a weekly collaborative planning document through PLC's.	5/29/2017 weekly
G1.B1.S1.A2 🔍 A304280	Develop differentiated lessons during Common Planning to support the needs of all students. They...	Woods, Jessica	8/22/2016	Teachers will develop and document differentiation within their lesson plans.	5/29/2017 weekly
G1.B5.S1.MA1 🔍 M309785	Classroom observations of science lessons, labs, and interactive journals.	Bell, Melissa	8/22/2016	Student achievement will increase based on the standards based assessments due to instruction and participation in labs and experiments.	5/29/2017 monthly
G1.B5.S1.MA1 🔍 M309786	Professional development will be provided by district science specialist as needed according to...	Bell, Melissa	8/22/2016	Lesson plans, interactive journals, performance on curriculum guide assessments, performance on FCAT 2.0.	5/29/2017 monthly
G1.B5.S1.A1 🔍 A304281	Science teachers will examine previous years (K-4) content based on 5th grade item specifications....	Bell, Melissa	8/22/2016	Lesson plans, interactive journals	5/29/2017 weekly
G2.MA1 🔍 M309808	Monitor Discipline Data	Bell, Melissa	8/15/2016	Disaggregated Discipline Data	6/2/2017 every-6-weeks
G2.B1.S1.MA1 🔍 M309794	Classroom Walkthroughs Using Indicators for Domain 2 of CAST Rubric.	Bell, Melissa	8/15/2016	Walk-through forms	6/2/2017 monthly
G2.B1.S1.MA1 🔍 M309795	Classroom Walk-throughs and observations	Bell, Melissa	8/15/2016	Classroom Walk-through documents	6/2/2017 weekly
G2.B1.S1.A1 🔍 A304285	Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs,...	Lee, Marianne	8/15/2016	Teacher reflections and feedback forms	6/2/2017 monthly
G2.B2.S1.MA1 🔍 M309796	Classroom Observations using Domain 2 of CAST Rubric	Bell, Melissa	8/15/2016	Rubrics	6/2/2017 one-time
G2.B2.S1.A1 🔍 A304286	[no content entered]	Lee, Marianne	9/1/2016	Data Chats, PLC	6/2/2017 weekly
G2.B3.S1.MA1 🔍 M309798	Discipline Data will be monitored to determine the correlation between engagement and discipline.	Lee, Marianne	9/2/2016	Discipline data and walk-through forms	6/2/2017 one-time
G2.B3.S1.MA1 🔍 M309799	Classroom Walk-throughs and observations	Lee, Marianne	9/2/2016	Focus Walk/Walk-through forms	6/2/2017 one-time
G2.B3.S1.A1 🔍 A304287	All teachers will receive training in Kagan Strategies (collaborative structures).	Lee, Marianne	9/1/2016	Teacher Reflections from Training	6/2/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If, after reviewing student data, teachers differentiate instruction by effectively planning and implementing high quality small group instruction in reading, math, science and writing, then proficiency levels and learning gains will increase.

G1.B1 Anticipated barriers are teachers limited understanding of the MAFS content as well as providing rigorous, differentiated instruction within the new Duval Math Curriculum and Center Rotations.

G1.B1.S1 Teachers will meet with the math coach weekly to unpack the standards and Duval Math lesson plans through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. [copy]

PD Opportunity 1

Mathematics coach will meet with teachers once per week (in grades Kindergarten-5th). Teachers also have a second optional PLC day built in to help meet their needs (in grades 2-5) for Common Planning to unpack current standards within the Duval Math curriculum and embed the use of item specifications in order to plan effective instruction. Administration and the mathematics coach will meet monthly with teachers to unpack upcoming standards and address foreseeable concerns within the new curriculum.

Facilitator

Jessica Woods

Participants

Classroom Teachers

Schedule

Weekly, from 8/22/2016 to 5/29/2017

PD Opportunity 2

Develop differentiated lessons during Common Planning to support the needs of all students. They will plan for differentiated center rotations and discuss the RTI process for students who are not meeting Tier 1 expectations.

Facilitator

Jessica Woods

Participants

Classroom Teachers

Schedule

Weekly, from 8/22/2016 to 5/29/2017

G1.B5 Limited use of specific assessments based on the science strands with an appropriate level of rigor in all grades K-5.

G1.B5.S1 Science teachers will utilize item specifications to ramp students up to the 5th grade level expectations. [copy]

PD Opportunity 1

Science teachers will examine previous years (K-4) content based on 5th grade item specifications. previous grade level item specifications to determine content to review with 5th grade students.

Facilitator

District Level Specialists

Participants

Brittaney Freeman/Melissa Bell

Schedule

Weekly, from 8/22/2016 to 5/29/2017

G1.B6 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

G1.B6.S1 Teachers will use data (i-Ready, Achieve 3000, Guided Reading, anecdotal notes) to form differentiated groups during small group instruction time. [copy]

PD Opportunity 1

Develop differentiated lessons during Common Planning to support the needs of all students.

Facilitator

Dianne Cary/Marianne Lee

Participants

Classroom Teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G1.B7 An anticipated barrier is teachers understanding/unpacking the Florida Standards in Reading and Math

G1.B7.S1 Teachers will meet weekly with the reading coach to unpack the standards and map lessons based upon the LAFS. Through the use of the IIT district roll-out, the leadership team will use a monthly instructional focus to plan early release, set goals, progress monitor and plan coaching and teacher support.

PD Opportunity 1

Teachers will bring the LAFS standards materials, complex text options and curriculum maps with them to each PLC meeting and we will review the lessons for the upcoming week.

Facilitator

Dianne Cary, Reading Coach; Marianne Lee, Principal

Participants

K-5 Teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G1.B8 Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing

G1.B8.S1 Professional learning and reading coach support with lessons that link reading and writing, as well as the effective use of mentor texts to teach writer's craft. [copy]

PD Opportunity 1

Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.

Facilitator

Dianne Cary, Marianne Lee

Participants

classroom teachers

Schedule

Weekly, from 8/30/2016 to 5/26/2017

G2. If we increase consistent and effective implementation of PBIS (Positive Behavior & Intervention System), then our discipline referrals will decrease, thus increasing student time on task.

G2.B1 Teachers lack strategies for classroom management that result in positive behavior.

G2.B1.S1 Teachers will implement the School Wide Discipline Plan with fidelity and consistency including Foundations and CHAMPs.

PD Opportunity 1

Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.

Facilitator

Melissa Bell

Participants

All faculty and staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2.B3 Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior.

G2.B3.S1 Implement a variety of engagement strategies, innovative instructional techniques and differentiated instruction daily.

PD Opportunity 1

All teachers will receive training in Kagan Strategies (collaborative structures).

Facilitator

Instructional Leadership Team

Participants

All Faculty Members (paraporofessionals not included in this training)

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Mathematics coach will meet with teachers once per week (in grades Kindergarten-5th). Teachers also have a second optional PLC day built in to help meet their needs (in grades 2-5) for Common Planning to unpack current standards within the Duval Math curriculum and embed the use of item specifications in order to plan effective instruction. Administration and the mathematics coach will meet monthly with teachers to unpack upcoming standards and address foreseeable concerns within the new curriculum.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$2,000.00
			Notes: Student Centered Mathematics			
2	G1.B1.S1.A2	Develop differentiated lessons during Common Planning to support the needs of all students. They will plan for differentiated center rotations and discuss the RTI process for students who are not meeting Tier 1 expectations.				$0.00
3	G1.B5.S1.A1	Science teachers will examine previous years (K-4) content based on 5th grade item specifications. previous grade level item specifications to determine content to review with 5th grade students.				$0.00
4	G1.B6.S1.A1	Develop differentiated lessons during Common Planning to support the needs of all students.				$0.00
5	G1.B7.S1.A1	Teachers will bring the LAFS standards materials, complex text options and curriculum maps with them to each PLC meeting and we will review the lessons for the upcoming week.				$0.00
6	G1.B8.S1.A1	Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.				$0.00
7	G2.B1.S1.A1	Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	1161 - Sadie T. Tillis Elementary School	General Fund		$0.00
			Notes: Substitutes for CHAMPS training			
8	G2.B2.S1.A1					$0.00
9	G2.B3.S1.A1	All teachers will receive training in Kagan Strategies (collaborative structures).				$0.00
10	G2.B5.S1.A1	High promise students will be matched with a suitable adult mentor who will meet with them throughout the school year.				$0.00
					Total:	$2,000.00