San Jose Elementary School

2016-17 Schoolwide Improvement Plan

San Jose Elementary School

5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

http://www.duvalschools.org/sanjose

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 PK-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	86%

School Grades History

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

*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 San Jose 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.

We will empower students to become life-long learners and responsible citizens.

b. Provide the school's vision statement.

All children can learn. No children will be left behind. No exceptions. No excuses.

2. School Environment

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

San Jose Elementary is a dynamic, unique and diverse elementary school environment. San Jose has the largest population of elementary ESOL students in Duval County. San Jose Elementary also qualifies as a Title I school. This diversity provides us with unique opportunities to demonstrate cross cultural relationships between parents, teachers and students.

We utilize a strategic team of paraprofessionals, interventionists, faculty and staff to support the diverse needs of our families. Our paraprofessionals speak the three most prominent languages on our campus Spanish, Burmese and Arabic. The school builds relationships and helps students to learn about other cultures by holding multiple events for students and their families.

To build a positive culture at San Jose, all teachers follow our school-wide PBIS plan. Each classroom develops classroom CHAMPs procedures during the first week of school that students will follow. Our school Guidelines for Success are also posted in every classroom and recited each morning by the students. As part of our PBIS plan, we also utilize both classroom and school-wide incentives to encourage and recognize positive behavior in our students. Teachers and staff orchestrate Lunch Bunch activities to encourage positive behavior in the cafeteria. In addition, we have several faculty and staff members that mentor individual students to help meet their specific needs.

At San Jose we also plan many events to help build connections between our students, staff, parents and community members. We offer several after-school fine arts and enrichment activities that students can participate in including Cathedral Arts, Impact program, Robotics Team, Chorus, Safety Patrol and Teachers of Tomorrow. Orientation, Open House, PTA, SAC, Panda Pals volunteers, and Title 1 parent nights are few additional opportunities that students, parents, staff and community members have to get involved at San Jose Elementary.

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

•Front office staff greet guests and provide visitor passes
•The outer areas are secured with gates accessible only by key card holders.
•All doors are securely locked throughout the day.
•Extended Day is offered to students arriving at school before 8:00 a.m.
•Extended Day and Impact Team-Up are available for students after school hours.
•Before school our Crossing guards/Police presence/School Resource officer help facilitate our morning arrival
•Adult supervision (including Principal, Assistant Principals, teachers, paraprofessionals and school monitors) is in place throughout campus.
• Security cameras are on the school bus to capture events that take place on the bus.
• Students have participated in a Code of Conduct training and CHAMPs procedures are implemented school-wide.
• School-wide PBIS plan and Guidelines for Success help to encourage and recognize positive behavior in our students.
• Monthly fire drills, intruder on campus drills, code red and code yellow drills, tornado drills are conducted throughout the year.
• All staff members are hands on during dismissal. The students are monitored to various dismissal zones and stay with students until they are dismissed.

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.

San Jose has established a PBIS team, the team focuses on school-wide positive behavior strategies and establishes guidelines and methods to ensure systems are in place. All students are taught San Jose's Guidelines and refer to the guidelines on a daily basis.

San Jose provides a positive behavioral intervention system, PBIS, which focuses on proactive responses. PBIS is a schoolwide matrix that clearly establishes rituals and routines for behavior expectations throughout the school. Every classroom utilizes PBIS which allows students the opportunities to receive positive feedback from teachers and chances to make decisions. Students are encouraged to think about their choices and determine alternative solutions to their conflicts. Students receive verbal praise, stickers, additional computer time, free time, lunch bunch, and certificates for demonstrating positive behavior in the classroom and on campus. Teachers follow a school wide behavior plan that allows students the opportunity to record their behaviors throughout the day using a visual display. All students strive for stellar behavior displayed at the top tier "Proud Panda." Administrators reward students reach this top tier frequently throughout the school year.

Students participated in a PBIS/Code of Conduct Assembly by grade level. Administration led this assembly with the intent of establishing all Behavior expectations across the campus. All new teachers to San Jose have been CHAMPs trained using. This curriculum directly relates to establishing clear behavioral expectations throughout the school day.

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.

School staff are trained on the social-emotional needs of all students within our age group and warning signs to look for. School staff is available to assist students in multiple languages. The school counselor is available to provide counseling along with additional referrals, as needed. Support staff

includes vocational education teachers and speech therapist. Lutheran Social Services and World Relief assist with providing social-emotional support for our refugee families. Center for Language and Culture frequently visits and shares information on social emotional needs for students. Positive Behavior Intervention Systems are in place. CHAMPS is a proactive behavior management system that all teachers are trained in and implement in the classroom.

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.

There are 114 students that scored a level 1 on the state Reading Assessment in 2015-2016: 54 - 5th graders, 40 - 4th graders, and 20 retained 3rd graders. There are 101 students that scored a level 1 on the state Math Assessment in 2015-2016: 53 - 5th graders, 36 - 4th graders, and 12 retained 3rd graders. That's 30% (114 out of 376) of our total enrollment in 3rd, 4th & 5th in Reading and 27% (101 out of 376) in Math.

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	29	20	27	10	5	2	0	0	0	0	0	0	0	93
One or more suspensions	5	20	10	8	10	15	0	0	0	0	0	0	0	68
Course failure in ELA or Math	4	8	0	26	1	1	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	21	71	68	0	0	0	0	0	0	0	160

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	4	8	4	22	8	7	0	0	0	0	0	0	0	53

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

Students identified by the early warning systems receive multiple interventions to provide safety nets to support their learning deficits. Small group instruction occurs daily in the classroom, in addition to Reading and Math interventionists that pull groups to scaffold their learning. All groups have been strategically formed based on multiple data sets including FSA, DAR, Baselines from I-Ready and Achieve 3000.

Paraprofessionals have been assigned to work with students to provide support in native languages and academic deficits. All non-English speaking students will receive English language development and reading interventions daily in Dual Language classes as well as Basic/ELL classrooms. Basic paraprofessionals will work with all Level 1 and 2 students daily. Mentors will be assigned to those exhibiting two or more warning indicators. Data chats will be conducted with these students with classroom teachers and administrators more frequently to guide their journey of improvement.

B. Family and Community Engagement

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).

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

PIP submitted to the FLDOE.

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.

San Jose develops relationships with local businesses and churches by meeting with the leaders of those businesses and presenting them with a needs assessment of the parents and students within our community.
We communicate with these organizations and invite them to become stakeholders at San Jose. Local businesses are invited to our school advisory council meetings and school events. School data is shared with local organizations and business partners during the SAC meetings. The PTA board consistently meets with area businesses and organizations as well. Presently, San Jose has a partnership with Lutheran Social Services, the Center for Language and Culture and World Relief.

Citi has developed a relationship with our Dual Language Magnet. Citi provides a vast number of resources and volunteers to our students of the magnet program. San Jose Baptist Church and Lakewood Church provide volunteers to read to students as well as donates school supplies and other materials for students. Lutheran Social Services, LSS and World Relief partners with our school as a liaison to families and services offered to refugee parents. LSS offers after school tutoring as well. A parent resource room is also available on campus for all parents. There are various resources in the parent resource room to assist parents with academic support for their students at home. There is also a computer and internet access for parents needing this resource.

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
Findlay, Paula	Principal
Geoghagan, Rebecca	Instructional Coach
Naylor, Rachel	Assistant Principal
Kelly, Sarah	Instructional Coach
Conner, Crystal	Assistant Principal

b. Duties

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

The San Jose Elementary School Leadership Team is composed of Administrators, Assistant Principals and a Reading, Math and Science Instructional Coach. Teacher Leaders within our school on each grade level facilitate CPT Common Planning teams. Teacher Leaders on each grade level are invited to attend monthly shared decision making team meetings.

Paula Smith, principal, oversees all aspects of the leadership team and monitors full implementation of all curriculum areas.
Crystal Conner and Sarah Kelly, Reading Coach lead ELA
Rachel Naylor and Christina Keshi, Math Coach lead Math
Tamara McAbee leads Science as the Science Coach

The Leadership Team tiers teachers based on needs of instructional support and develops professional development sessions based on the needs of the teachers. All professional develop is strategically differentiated to meet the needs of all teachers across content areas.

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.

The academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention), Tier III referrals are made to the MTSS:
-Identifying and analyzing systematic patterns of student need
-Identifying appropriate evidence-based differentiation and intervention strategies
-Implementing and overseeing progress monitoring
-Analyzing progress monitoring data and determining next steps

Title I- Part A Services are provided to ensure students requiring additional remediation receive assistance through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II-District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will

increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III- Services are provided through the district for education materials and ELL district services to improve the education of immigrant and English Language Learners.

Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs- The school offers non-violence and anti-drug program for students that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs- Universal Breakfast and Lunch, Pk-5th provided for all students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Woodlief	Parent
Paula Smith	Principal
David Foster	Business/Community
Kimberly Coleman	Parent
Jennifer Eavenson	Teacher
Sulema Mir	Parent
Alina Gonzalez	Education Support Employee
Crystal Conner	Education Support Employee
Khai Nang	Education Support Employee
Michelle Ramirez	Parent

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

School Improvement Plans including goals and strategies were shared and approved by the SAC. Instructional Leadership team reviewed prior plan and discussed next steps for each academic area based on most recent school data.

b. Development of this school improvement plan

SAC assisted in the development of the SIP by helping the school identify priority goals based upon the district online and baseline assessments.

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

District budget guidelines are provided based on student enrollment from Spring and Fall FTE in order to allocate for the number of teachers and staff.

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

PBIS incentives aligned to SIP for Student and Staff T-shirts. - $1,200

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
Kelly, Sarah	Instructional Coach
Conner, Crystal	Assistant Principal
Curry, Tamisha	
Lake, Naomi	Teacher, K-12
MORGAN, LYNDA	Teacher, K-12

b. Duties

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

The LLT will focus on 3 major initiatives for the 2016-2017 school year. 1.) Increased targeted differentiated instruction with activities, such as, Guided Reading, Blended Learning Programs and Skills specific interventions. Achieve 3000 and I-Ready Reading Data will be used to drive Tier 2 instruction. LLT will utilize school incentive programs and competitions to promote literacy. Students will be recognized for achievements like reach 75% on activities or have double digit growth gains. 2.) Maintain gains within the bottom quartile. 3.) Increasing utilization and understanding of academic vocabulary across the trajectory. Our Blended Learning programs offer a variety of Reading tasks to build capacity in foundational skills such as phonics and word work in the iReady Reading and Imagine Learning programs for our ESOL learners. In addition, the Achieve 3000 program is utilized to build vocabulary and comprehension as students analyze text on grade level.

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.

San Jose elementary has designed a resource schedule that allows for classroom teachers to have a forty-minute planning period for 5 days out of an 8 day cycle. This schedule was developed to ensure that teachers have time for common planning time. Intermediate teachers are off with other content specific area teachers to plan vertically. Instructional leaders survey the needs of the teachers and developed specific profession development opportunities for the teachers. At the start of the school year each grade level developed specific dates and times to meet and established team norms. At each meeting the District approved common planning tool is used and submitted to the assigned assistant principal for review. Assistant principals participate in grade level meetings bi-weekly.

To build and maintain relationships between teachers job embedded professional development structures are used. Grade level and content area teachers have common planning time to plan together weekly. Common Learning Time is utilized to build an adult learning culture with scaffolded supports.

A school-wide PBIS is used to recognize and celebrate teachers and staff for their hard work and dedication to student academic success. Positive comments are written on a "Panda paw" and read aloud on morning show and/or faculty meetings. A positive panda board is used to display the paws for all faculty, staff, students, and parents to see.

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

The school leadership team will review resumes of perspective candidates. All candidates will be interviewed and references checked by the school's leadership team. Once hired, the new hire will be paired with a mentor teacher. Mentor teachers will be assigned to novice teachers and veteran teachers new to San Jose Elementary. All novice teachers will participate in the new teacher induction program as required by the district and state. All faculty new to San Jose will meet with administration quarterly to assess and respond to the unique needs of personnel and establish a culture of learning norms at San Jose. New faculty and staff we also invited to attend a special tour and welcome during preplanning with the principals and assistant principals.

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

The mentoring program will follow the Duval County program guidelines. Mentors will regularly meet with their mentors informally and formally to discuss school and district directives, teaching strategies, classroom management and lesson planning. Mentors and mentees are partnered according to the qualifications of the mentor and the needs of the mentee. Mentors are selected based on their ratings of effective and highly effective status. Mentors are previously identified as teacher-leaders and afforded opportunities to lead specific professional development sessions to novice teachers, they are also CET certified. New teachers participants are required to complete 4 or more observations, including pre and post conferences with their mentor or administrator, Principal's initial screening observation cycle (formal CAST), novice teacher focus observations, Individual Professional Development Plan, CHAMPS and Ethics classes and the Principal's final summative Observation Cycle (CAST). Mentors and new teacher participants will meet formally each month as a group or individually to plan observations and portfolio requirements.

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.

All teachers utilize the provided District approved Curriculum Guides and materials which are aligned to Florida's standards. District wide training is also provided during pre-planning times for both English/Language Arts and Math. Administration and Instructional coaches collaborate and support teachers through weekly Common Planning Time and individually, in using the Duval Reads and Duval Math, Science and Social Studies curriculum and materials to maximize instructional learning and time.

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.

Grade level teams along with Leadership/Instructional Coaches disaggregate the data: by subject, by grade level and by teachers. Data chats are conducted and students are tiered in three groups: Approaching the standard, below the standard, & meeting/ above the standard. Teachers then modify Instruction to address each tier's needs. Coach to Teacher Data Chats are held and Administrative to Teacher Data Chats are held to contribute to the planning of differentiated instruction.

Instruction is modified and supplemented to assist students having difficulty attaining proficiency levels. Language objectives and instruction are implemented daily. Teachers continue to monitor and redirect students' understanding. Teachers conduct targeted small group instruction. Tier I instruction includes core content in addition to small group rotations that include a Teacher-Led and guided Reading group. Tier II instruction includes skills based deficits and with usage of DAR Oral and Silent Reading Assessment. TTS (Target-tiered strategies) and iReady Tools for Instruction are used. Tier III instruction includes support from Interventionists and ESOL paraprofessionals. Teachers have been trained to use GLAD strategies which support language acquisition across content areas. These various strategies involve several techniques to modify and supplement instruction. Select identified students participate Math and Reading Interventionists pull out support to conduct small group instruction to Bottom Quartile students.

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: After School Program
Minutes added to school year: 32,400

San Jose Elementary will continue to have an IMPACT after school program. This program will focus exclusively on Reading intervention with language aquisition and use blended learning programs. Students will be exposed to differentiated activities: below level, on level, above level students will be targeted. This program affects our high needs ESOL population. Each class will group students based on data sets.

Strategy Rationale

San Jose Elementary was identified as one of the lowest 300 elementary schools in the state based on reading. The curriculum and materials selected for the IMPACT after school program are aligned to the Florida Standards and materials allowed for differentiation among all groups based on student needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Findlay, Paula, smithp10@duvalschools.org

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

Progress monitoring will be ongoing via teacher created assessments and district and state assessments. Data will be collected and compared to determine improvement/progress of participating students. Final state assessment data will be compared to student data during the summer and overall impact on achievement determined.

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.

At San Jose Elementary we service two Prekindergarten classes and eight Kindergarten classrooms: basic, ESE Inclusion,ESOL and Dual Language. Students are assessed upon entering Prekindergarten and Kindergarten within the first 30 days in order to determine individual needs. All students are assessed by the Florida Kindergarten Readiness Screener (FLKRS) in areas of reading, mathematics, scientific inquiry, social studies, physical fitness including movement and music, fine motor skills and visual arts. Differentiated Instruction is based on various assessment results. The Kindergarten grade teachers conduct informal assessments in both Reading and Math which include teacher-made checklists, learning style and student interest inventories, and language and parent surveys. Pre-kindergarten classes visit San Jose to observe Kindergarten classrooms and our Prekindergarten classroom coordinates transition activities with our kindergarten classrooms. During regular Magnet Orientation days, parents with pre-school aged children tour Kindergarten classrooms.

Upcoming WIDA testing and Imagine Learning testing will support efforts to increase language proficiency among or ELL students. The data received from these Language tests will be analyzed and used to develop the language of our ELL students.

In addition, fifth grade students will visit their middle school in the Spring for an orientation and tour. These multiple visits are based on school feeder patterns and are organized through the school counselor.

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.

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

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

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.

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2), math content (I-Ready K-5th) and Science (District PMAs and PENDAS). If prescriptive interventions are implemented through small group instruction then student achievement will improve for all core academic areas.

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively.

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2), math content (I-Ready K-5th) and Science (District PMAs and PENDAS). If prescriptive interventions are implemented through small group instruction then student achievement will improve for all core academic areas. `1a`

🔑 G084182

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0
Statewide Science Assessment Achievement	35.0

Targeted Barriers to Achieving the Goal `3`

- Lack of foundational skills and language proficiency across grade levels in both reading and math.

- Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Barton Reading

- Daily Math and Reading Interventionist Support

- ESOL Specialist Support

- Math and Reading I-Ready Toolbox

- Fountas and Pinnel Leveled Literacy Intervention

- Achieve 3000 Blended Learning

- Daily Paraprofessional Support with identified students

- DAR Analysis and Student Profile

- Math and Reading Instructional Coaching Cycles

Plan to Monitor Progress Toward G1. `8`

Reading and Math data will be reviewed biweekly to determine student progression of mastery towards the goal through Achieve 3000 and I-Ready Reading and Math Data.

Person Responsible

Paula Findlay

Schedule

Monthly, from 9/6/2016 to 6/5/2017

Evidence of Completion

Observation log, documentation from data chats; item analysis of assessments; progress monitoring; evidence of student work. Results from identified data (IReady, Achieve 3000)

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively. 1a

🔑 G084183

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	60.0
2+ Behavior Referrals	15.0

Targeted Barriers to Achieving the Goal 3

- Behavior management of Common Areas (Cafeteria, Resource Classrooms, Breezeways/ Hallways)

- Varying levels of teacher experience with classroom management (ability to manage class)

- Lack of Parent Involvement

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Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning for Life Character Education

- CHAMPS

- District PBIS Specialist Support

- Guidance Counselor/RTI

- School Wide Proud Panda Reward System

- New Code of Conduct

- PBIS Team

- Restorative Practices/Peer Mediation

- School Messenger

Plan to Monitor Progress Toward G2. 8

Behavior Referrals & Communication Logs with Parents

Person Responsible
Paula Findlay

Schedule
Quarterly, from 8/29/2016 to 6/5/2017

Evidence of Completion
Number of referrals in Common Areas and Classrooms

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. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2), math content (I-Ready K-5th) and Science (District PMAs and PENDAS). If prescriptive interventions are implemented through small group instruction then student achievement will improve for all core academic areas. 1

🔑 G084182

G1.B1 Lack of foundational skills and language proficiency across grade levels in both reading and math. 2

🔑 B223690

G1.B1.S1 Full implementation of Saxon as a program for teachers of English & Non English language learners to effectively implement language aquisition strategies that target all learners. 4

🔑 S236024

Strategy Rationale

District mandated curriculum for early learners to promote the basic foundational skills of reading/ language rich environments to language proficiency and reading comprehension

Action Step 1 5

Monthly data chats with teachers by administrators to assess student progress with Saxon and Imagine Learning small group instruction. Focus will be on small group instructional plans for identified students not reading proficiently.

Person Responsible

Crystal Conner

Schedule

Monthly, from 9/15/2015 to 5/22/2016

Evidence of Completion

Lesson Plans, student work, observations

Action Step 2 `5`

Teachers will attend and engage in Common Planning time with Instructional Coaches to focus on small group instruction that is prescribed for learners in order to increase proficiency.

Person Responsible

Rachel Naylor

Schedule

Weekly, from 8/27/2015 to 5/23/2016

Evidence of Completion

Administrators will be present during Common Planning times and professional development. Administrators will review CPT agendas and minutes.

Action Step 3 `5`

Professional development will be provided to teachers to help with the fidelity of implementation.

Person Responsible

Sarah Kelly

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Meeting agendas and artifacts from all professional development opportunities will be share with teachers and Reading Coach will also keep a copy.

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

Weekly observations by coaches and/or administrators. Weekly leadership team meetings to share evidence from observations and prescribe a plan to assist instruction.

Person Responsible

Paula Findlay

Schedule

Weekly, from 8/27/2015 to 5/29/2016

Evidence of Completion

Classroom visit logs, small group lesson plans, student work

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

Person Responsible

Crystal Conner

Schedule

Biweekly, from 10/1/2015 to 5/29/2016

Evidence of Completion

Meeting agenda, observation log and feedback

G1.B1.S2 Use of I-Ready Math to help fill foundational gaps with students. 4

🔑 S236025

Strategy Rationale

Blended Learning program usage has shown to be effective for student growth. Students have allotted time for the use of I-Ready Math.

Action Step 1 5

Monitor student usage reports on I-Ready Math

Person Responsible

Rebecca Geoghagan

Schedule

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

Evidence of Completion

Usage report data

Action Step 2 5

Professional development on the effective implementation of I-ready math and teacher toolbox will be provided to teachers, administrators and support that require additional training.

Person Responsible

Rebecca Geoghagan

Schedule

Triannually, from 8/15/2016 to 5/30/2017

Evidence of Completion

Meeting agendas, notes and artifacts from all professional development will be collected by the math coach and distributed to teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Data Chats with Administration and Coaches to review usage reports and performance reports with I-Ready Math.

Person Responsible

Rachel Naylor

Schedule

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

Evidence of Completion

I-Ready Math Usage Reports, Student Performance Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitoring of student growth seen through I-Ready Math Diagnostics and Standards Mastery

Person Responsible

Rebecca Geoghagan

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

I-Ready Math Diagnostic Reports, Standards Mastery Reports.

G1.B2 Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction. `2`

🔍 B223691

G1.B2.S1 Providing professional development on various instructional practices(research based) such as guided reading/guided math and blended learning programs to ensure that teachers have the background knowledge necessary to implement highly effective instructional practices. `4`

🔍 S236026

Strategy Rationale

Teachers will be exposed to the core curriculum, Tier 2 and Tier 3 appropriate expectations. This will enable teachers to implement core curriculum, Tier 2 and Tier 3 effectively.

Action Step 1 `5`

School Based Common Planning

Person Responsible

Sarah Kelly

Schedule

Weekly, from 8/27/2015 to 5/29/2016

Evidence of Completion

Observations from classroom visits, PD meeting agendas

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

Common Planning Agendas and Minutes

Person Responsible

Rebecca Geoghagan

Schedule

Weekly, from 8/27/2015 to 5/29/2016

Evidence of Completion

Observations from classroom visits, schedule, minutes and meeting agendas

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

Leadership team members will attend common planning.

Person Responsible

Rachel Naylor

Schedule

Weekly, from 8/27/2015 to 6/1/2016

Evidence of Completion

Observation logs and feedback

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively. `1`

🔑 G084183

G2.B1 Behavior management of Common Areas (Cafeteria, Resource Classrooms, Breezeways/Hallways) `2`

🔑 B223692

G2.B1.S1 Administrative team will work with district specialist to provide teachers and paraprofessionals with PD on CHAMPS, behavior tracking, PBIS, RTI and positive reward systems to ensure that they have the background knowledge necessary to effectively implement behavior management in common areas and classrooms. `4`

🔑 S236027

Strategy Rationale

To ensure teacher and paraprofessional understanding of how to effectively maintain a positive behavior intervention system in common areas.

Action Step 1 `5`

Professional Development on CHAMPS, PBIS strategies for Teachers and Paraprofessionals

Person Responsible

Crystal Conner

Schedule

On 9/2/2016

Evidence of Completion

Reduction of Behavior Referrals

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

Instructional Leadership Teams will monitor and support behavior needs school-wide.

Person Responsible

Crystal Conner

Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

Decrease of Student referrals, classroom management observations

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

Classroom observations by assistant principals and support through common planning

Person Responsible

Rachel Naylor

Schedule

Every 2 Months, from 8/29/2016 to 6/5/2017

Evidence of Completion

Observation logs and feedback

G2.B2 Varying levels of teacher experience with classroom management (ability to manage class) `2`

`🔑 B223693`

G2.B2.S1 Individualized classroom feedback on behavior management `4`

`🔑 S236028`

Strategy Rationale

Individual teachers lack of classroom management and loss of instructional time for student misbehavior and others in the classroom.

Action Step 1 `5`

Classroom Observations and Feedback from Instructional Leadership Team

Person Responsible

Rebecca Geoghagan

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Decrease in classroom misbehaviors, increased conduct grades and student engagement

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

Gathering evidence of behavior plan implementation through classroom walk-throughs

Person Responsible

Crystal Conner

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Observation Logs, Feedback Forms

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

Conduct classroom observations and provide feedback and next steps with District PBIS specialists

Person Responsible

Rachel Naylor

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Observation feedback and logs.

G2.B3 Lack of Parent Involvement `2`

🔍 B223694

G2.B3.S1 Increase school to parent communication through various strategies. `4`

🔍 S236029

Strategy Rationale

Increase parent awareness/knowledge of school/class events, student progress.

Action Step 1 `5`

Distribution of Parent Newsletter (PTA), schoolwide use of parent communication folders, school messenger translating messages & PeachJar, OneView for Parents

Person Responsible

Crystal Conner

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Increase in Parent Involvement, sign in sheets and surveys

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

Monitoring through Parent Surveys and Involvement event Sign In sheets

Person Responsible

Crystal Conner

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Feedback from parents

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

Parent Climate Survey

Person Responsible

Paula Findlay

Schedule

On 5/30/2017

Evidence of Completion

Parent Survey analysis

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					
G1.B1.S1.A1 A304454	Monthly data chats with teachers by administrators to assess student progress with Saxon and...	Conner, Crystal	9/15/2015	Lesson Plans, student work, observations	5/22/2016 monthly
G1.B1.S1.A2 A304455	Teachers will attend and engage in Common Planning time with Instructional Coaches to focus on...	Naylor, Rachel	8/27/2015	Administrators will be present during Common Planning times and professional development. Administrators will review CPT agendas and minutes.	5/23/2016 weekly
G1.B1.S1.MA1 M310054	[no content entered]	Conner, Crystal	10/1/2015	Meeting agenda, observation log and feedback	5/29/2016 biweekly
G1.B1.S1.MA1 M310055	Weekly observations by coaches and/or administrators. Weekly leadership team meetings to share...	Findlay, Paula	8/27/2015	Classroom visit logs, small group lesson plans, student work	5/29/2016 weekly
G1.B2.S1.MA1 M310059	Common Planning Agendas and Minutes	Geoghagan, Rebecca	8/27/2015	Observations from classroom visits, schedule, minutes and meeting agendas	5/29/2016 weekly
G1.B2.S1.A1 A304459	School Based Common Planning	Kelly, Sarah	8/27/2015	Observations from classroom visits, PD meeting agendas	5/29/2016 weekly
G1.B2.S1.MA1 M310058	Leadership team members will attend common planning.	Naylor, Rachel	8/27/2015	Observation logs and feedback	6/1/2016 weekly
G2.B1.S1.A1 A304460	Professional Development on CHAMPS, PBIS strategies for Teachers and Paraprofessionals	Conner, Crystal	8/29/2016	Reduction of Behavior Referrals	9/2/2016 one-time
G1.B1.S2.MA1 M310056	Monitoring of student growth seen through I-Ready Math Diagnostics and Standards Mastery	Geoghagan, Rebecca	8/29/2016	I-Ready Math Diagnostic Reports, Standards Mastery Reports.	5/29/2017 quarterly
G1.B1.S2.MA1 M310057	Data Chats with Administration and Coaches to review usage reports and performance reports with...	Naylor, Rachel	8/29/2016	I-Ready Math Usage Reports, Student Performance Reports	5/29/2017 monthly
G1.B1.S2.A1 A304457	Monitor student usage reports on I-Ready Math	Geoghagan, Rebecca	8/29/2016	Usage report data	5/29/2017 weekly
G1.B1.S1.A3 A304456	Professional development will be provided to teachers to help with the fidelity of implementation.	Kelly, Sarah	8/15/2016	Meeting agendas and artifacts from all professional development opportunities will be share with teachers and Reading Coach will also keep a copy.	5/30/2017 quarterly
G2.B3.S1.MA1 M310065	Parent Climate Survey	Findlay, Paula	4/1/2017	Parent Survey analysis	5/30/2017 one-time
G1.B1.S2.A2 A304458	Professional development on the effective implementation of I-ready math and teacher toolbox will...	Geoghagan, Rebecca	8/15/2016	Meeting agendas, notes and artifacts from all professional development will be collected by the math coach and distributed to teachers.	5/30/2017 triannually
G1.MA1 M310060	Reading and Math data will be reviewed biweekly to determine student progression of mastery towards...	Findlay, Paula	9/6/2016	Observation log, documentation from data chats; item analysis of assessments; progress monitoring; evidence of student work. Results from identified data (IReady, Achieve 3000)	6/5/2017 monthly
G2.MA1 M310067	Behavior Referrals & Communication Logs with Parents	Findlay, Paula	8/29/2016	Number of referrals in Common Areas and Classrooms	6/5/2017 quarterly
G2.B1.S1.MA1 M310061	Classroom observations by assistant principals and support through common planning	Naylor, Rachel	8/29/2016	Observation logs and feedback	6/5/2017 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 🔍 M310062	Instructional Leadership Teams will monitor and support behavior needs school-wide.	Conner, Crystal	8/29/2016	Decrease of Student referrals, classroom management observations	6/9/2017 daily
G2.B2.S1.MA1 🔍 M310063	Conduct classroom observations and provide feedback and next steps with District PBIS specialists	Naylor, Rachel	8/29/2016	Observation feedback and logs.	6/9/2017 biweekly
G2.B2.S1.MA1 🔍 M310064	Gathering evidence of behavior plan implementation through classroom walk-throughs	Conner, Crystal	8/29/2016	Observation Logs, Feedback Forms	6/9/2017 weekly
G2.B2.S1.A1 🔍 A304461	Classroom Observations and Feedback from Instructional Leadership Team	Geoghagan, Rebecca	8/29/2016	Decrease in classroom misbehaviors, increased conduct grades and student engagement	6/9/2017 weekly
G2.B3.S1.MA1 🔍 M310066	Monitoring through Parent Surveys and Involvement event Sign In sheets	Conner, Crystal	8/29/2016	Feedback from parents	6/9/2017 weekly
G2.B3.S1.A1 🔍 A304462	Distribution of Parent Newsletter (PTA), schoolwide use of parent communication folders, school...	Conner, Crystal	8/29/2016	Increase in Parent Involvement, sign in sheets and surveys	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. To develop teacher understanding in analyzing data, providing intervention and implementation of small group instruction in order to increase student proficiency in reading (Achieve 3000, 3rd - 5th I-Ready, K-2), math content (I-Ready K-5th) and Science (District PMAs and PENDAS). If prescriptive interventions are implemented through small group instruction then student achievement will improve for all core academic areas.

G1.B1 Lack of foundational skills and language proficiency across grade levels in both reading and math.

G1.B1.S1 Full implementation of Saxon as a program for teachers of English & Non English language learners to effectively implement language aquisition strategies that target all learners.

PD Opportunity 1

Monthly data chats with teachers by administrators to assess student progress with Saxon and Imagine Learning small group instruction. Focus will be on small group instructional plans for identified students not reading proficiently.

Facilitator

Crystal Conner, Rachel Naylor, Sarah Kelly, Christina Keshi

Participants

All teachers K-5.

Schedule

Monthly, from 9/15/2015 to 5/22/2016

PD Opportunity 2

Teachers will attend and engage in Common Planning time with Instructional Coaches to focus on small group instruction that is prescribed for learners in order to increase proficiency.

Facilitator

Sarah Kelly, Christina Keshi, Tamara McAbee, District department specialists

Participants

All San Jose Teachers

Schedule

Weekly, from 8/27/2015 to 5/23/2016

PD Opportunity 3

Professional development will be provided to teachers to help with the fidelity of implementation.

Facilitator

Sarah Kelly, Crystal Conner, District Reading Specialists

Participants

All Reading/Language Arts teachers K-2

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

G1.B1.S2 Use of I-Ready Math to help fill foundational gaps with students.

PD Opportunity 1

Professional development on the effective implementation of I-ready math and teacher toolbox will be provided to teachers, administrators and support that require additional training.

Facilitator

Christina Keshi, Rachel Naylor, District Math Specialist

Participants

All Math Teachers K-5

Schedule

Triannually, from 8/15/2016 to 5/30/2017

G1.B2 Varying levels of teacher experience having content knowledge of the curriculum to effectively deliver whole group and small group instruction.

G1.B2.S1 Providing professional development on various instructional practices(research based) such as guided reading/guided math and blended learning programs to ensure that teachers have the background knowledge necessary to implement highly effective instructional practices.

PD Opportunity 1

School Based Common Planning

Facilitator

Sarah Kelly, Christina Keshi, Tamara McAbee

Participants

All teachers K-5.

Schedule

Weekly, from 8/27/2015 to 5/29/2016

G2. To develop teachers' and parents' ability to consistently implement a strategic school-wide positive behavioral intervention system (PBIS) and develop their ability to collaboratively work with families in the management of classroom and home behavior effectively.

G2.B1 Behavior management of Common Areas (Cafeteria, Resource Classrooms, Breezeways/Hallways)

G2.B1.S1 Administrative team will work with district specialist to provide teachers and paraprofessionals with PD on CHAMPS, behavior tracking, PBIS, RTI and positive reward systems to ensure that they have the background knowledge necessary to effectively implement behavior management in common areas and classrooms.

PD Opportunity 1

Professional Development on CHAMPS, PBIS strategies for Teachers and Paraprofessionals

Facilitator

Administrative Team, Principal, Assistant Principals

Participants

All classroom teachers and VE support teachers

Schedule

On 9/2/2016

G2.B3 Lack of Parent Involvement

G2.B3.S1 Increase school to parent communication through various strategies.

PD Opportunity 1

Distribution of Parent Newsletter (PTA), schoolwide use of parent communication folders, school messenger translating messages & PeachJar, OneView for Parents

Facilitator

Rachel Naylor, Crystal Conner, Paula Smith

Participants

Parents

Schedule

Weekly, from 8/29/2016 to 6/9/2017

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	Monthly data chats with teachers by administrators to assess student progress with Saxon and Imagine Learning small group instruction. Focus will be on small group instructional plans for identified students not reading proficiently.	$0.00
2	G1.B1.S1.A2	Teachers will attend and engage in Common Planning time with Instructional Coaches to focus on small group instruction that is prescribed for learners in order to increase proficiency.	$0.00
3	G1.B1.S1.A3	Professional development will be provided to teachers to help with the fidelity of implementation.	$0.00
4	G1.B1.S2.A1	Monitor student usage reports on I-Ready Math	$0.00
5	G1.B1.S2.A2	Professional development on the effective implementation of I-ready math and teacher toolbox will be provided to teachers, administrators and support that require additional training.	$0.00
6	G1.B2.S1.A1	School Based Common Planning	$0.00
7	G2.B1.S1.A1	Professional Development on CHAMPS, PBIS strategies for Teachers and Paraprofessionals	$0.00
8	G2.B2.S1.A1	Classroom Observations and Feedback from Instructional Leadership Team	$0.00
9	G2.B3.S1.A1	Distribution of Parent Newsletter (PTA), schoolwide use of parent communication folders, school messenger translating messages & PeachJar, OneView for Parents	$0.00
		Total:	$0.00