

Duval County Public Schools

Jacksonville Heights Elementary School



2016-17 Schoolwide Improvement Plan

Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

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

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	84%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Jacksonville Heights 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.

Mission Statement: To establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

b. Provide the school's vision statement.

Vision Statement: To provide educational excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

2. School Environment

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

Jacksonville Heights Elementary serves a community of diverse learners. Out of 753 students for the 2016-17 school year, the Focus portal has 26 identified as Asian, 1 identified as Native Hawaiian, 15 identified as Native American, 511 identified as Black, 118 identified as Hispanic, and 235 identified as White. In order to build a cumulative document of teacher, student, and parent communication, all students were issued a P.O.W.E.R Binder in the 2016-17 school year. This binder follows them until 5th grade. This provides the newly assigned teacher each year a running records of parent, teacher, and student communication to build understanding of the child. As a Title 1 school, each parent is to sign, with the teacher and child, a Parent-Teacher Compact during the first conference. The compact assists with communicating expectations between the home and school. In addition, the school celebrates Hispanic, Black, and Women's history months by planning for at home and in school projects. For the 2016-17 school year, our school will continue to use the Second Steps Behavior Intervention curriculum with identified groups of students. This researched based program provides a platform to discuss social and emotional issues at each developmental age group, K-5. This dedicated time allows for students to open up, problem solve, and form relationships with their peers and students in a positive and productive way. In addition, our school has been awarded the AWARE grant which will provide on-going professional development to faculty and staff on wrap around services we can provide our students and in school supports with new curriculum that will address the social and emotional needs of our students.

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

Jacksonville Heights Elementary employs a Security Guard, two monitors, four para-professionals, three Academic Coaches, and two Administrators. These twelve individuals are strategically placed in high traffic areas in the morning and/or afternoon to ensure a safe and healthy environment. The Academic Coaches work with teachers in co-teach, modeling, and planning sessions to design lessons that incorporate CHAMPS and managerial expectations to ensure a safe and respected environment. The summer of 2014 the Reading Academic Coach attended a training called Coaching Classroom Management to provide the tools necessary for working with faculty and staff. District Support staff provide continued training on CHAMPS implementation from the initial training provided in 2014 and 2015-16 school year. To launch the school year, all students watched the morning show that outlined the Code of Conduct and reviewed expectations as it relates to the district and school.

Student discipline is carefully documented through the new FOCUS portal. Student data is continuously reviewed for trends in locations, times, days, grade levels, and students. Students with high incidents of misbehavior are placed with Naval Air Station (NAS) mentors that dedicate themselves to two to three days per week for thirty minutes a session using the Second Steps researched based program.

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.

Jacksonville Heights Elementary utilizes the CHAMPS behavior management system school wide. The Foundations Team created a school wide plan that provides school wide Success Guidelines, Common Area CHAMPS, a Behavior Grade Color Coding System, and explicit expectations for what students should sound and look like during arrival and dismissal and while in the hallways and cafeteria. "Eagle" Guidelines, the schools Mission & Vision, and CHAMPS are visible in all classrooms and strategic common areas. "Eagle" Guidelines are read aloud by students during the morning announcements every morning. Expectations are enforced in a systematic way allowing for reminders, class time outs, time outs in other classrooms, school counselor and administration counseling sessions, and parent-teacher conferencing. Positive behavior interventions and supports are implemented through the use of check- in and check out, behavior contracts, as well as the use of restorative justice practices. An online FOCUS portal documents all referrals written on students. All teachers have access to the program on their district laptops and administration is alerted through the program as referrals are written. The Leadership Team monitors the referrals written in order for each Leadership Team member to share out with their grade level trends and solutions. The newly revised District Student Code of Conduct explicitly spells out consequences for code of conduct infractions. All faculty and staff were trained on the guidelines throughout the year during Foundation meetings. Administration, faculty, and staff will use this document to ensure the system is fair and consistent. In addition, our school has been selected as a HERO school. We will strategically roll out the new online positive behavior support program throughout the first semester of school with the support from program specialists.

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.

Jacksonville Heights Elementary is a Full Service School working with the Westside Family Resource Center which is in the process of relocating to Jacksonville Heights Elementary. The Westside Family Resource Center and Duval AWARE provided an overview of services to all faculty during pre-planning. In addition, our school was awarded the AWARE grant which focuses on long-term systems change for integrating school and community-based mental health supports within a multi-tiered service delivery framework. The mental health support specialist will provide on-going professional development to faculty and staff to increase awareness of mental health issues, school and community based resources for students and their families, and social emotional curriculum to address the needs of our students. Select teachers will take part in Youth Mental Health First Aid training. All 3rd grade students will complete a universal mental health screener to be completed by late fall. All teachers are provided with "Guidance Referrals" to be submitted to the school counselor when such things as excessive tardies, emotional concerns, aggressive behavior, withdrawn behavior, etc are consistently observed. School social worker will provide Tier II and Tier III level of supports to students and families. All teachers were trained in the 2015-16 school year on how to use the BBCard in Performance Matters to create reports using the Early Warning Indicators data. Parents are notified by the teacher and school counselor regarding observed concerns to offer wrap around services that meet the specific needs of the child. With parent consent, referrals for services are faxed to initiate the intake process. In addition matching students to outside agencies, Jacksonville Heights partners with the Naval Air Station (NAS) for a mentoring program at the school

using the Second Steps researched based social and emotional program, Mentors dedicated themselves to working with five to six students at a time for two to three days a week at thirty minutes a session. This is a year long mentoring program. The school guidance counselor also provides for in class guidance lessons, facilitates the Peer Mediation Program, oversees the Monthly Character Traits and Student of the Month activities, and plans for Girls Matter, Poe Faces, and Kash Kids programs.

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.

Attendance: Monthly reports are generated for AIT meetings to address truancy issues. Meetings include the teacher, parent, school counselor, and the assigned school truancy officer.

Suspension: Students with multiple referrals are discussed during monthly Rti Meetings and/or Foundation Team Meetings. Using The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans, individual behavior plans are created to share with the classroom teacher. The teacher utilizes one of the suggested plans and student progress is monitored monthly. The Foundations Plan is in the process of being updated to include more PBIS strategies that align with the new HERO program and AWARE grant guidelines. Through the Rtl process and use of evidence based programs, interventions will be documented for fidelity in order to make informed decisions on whether or not an FBA should be developed.

Course Failure in Language Arts: FOCUS Grade Books is checked mid and end of quarter to generate school wide reports on students earning a D or an F. Students earning a D or an F are cross referenced with students having PMPs in SEAS and the list of students in the Rtl process for reading. Students are also cross referenced looks at ESE and ELL statues.

State Assessments: The lowest quartile for reading in each individual class is identified using previous 2015-16 FSA Date for grade 3-5, I-Ready Data, Baseline, Achieve 3000, FLKRs, and DAR.

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	4	40	39	31	20	29	0	0	0	0	0	0	0	163
One or more suspensions	2	6	6	20	5	12	0	0	0	0	0	0	0	51
Course failure in ELA or Math	1	4	6	13	3	5	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	25	28	43	0	0	0	0	0	0	0	96

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	5	48	51	66	41	61	0	0	0	0	0	0	0	272

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

Jacksonville Heights Elementary admin trained all teachers on the BBCard on Performance Matters in order to pull data on Early Warning Indicators. During Open House a slide has been added to address the major attendance issue at the school. Currently 163 out of 752 students have less than 90% attendance rate. In addition admin and coaches will maintain student data tracking sheets that compile all essential data to cross reference when determining students in need of interventions. One early dismissal a month will be dedicated to monitoring students that are at risk based on the indicators. Teachers, interventionist, coaches, support staff, and admin will work through the collaborative problem solving process in order to best meet the needs of each individual learner. An excel data sheet that includes; name, age, years retained, attendance issues, SWD, ELL, & 504 statues, Rtl, and state assessments data will be used to monitor students and ensure we are tracking the correct students. Monthly Rtl meetings will be used to identified and discuss students not responded to interventions as to identify next steps with district support. Information will be updated during one to one meetings and additional information will be added as pertinent to the success of each individual child. 21st Century provides academic enrichment opportunities to help students meet standards in core academic subjects. District Student Opportunity for Success (SOS) parent/child workshops will be used to assist parents and students with family based interventions and supports outside the school day. Westside Full Service referrals will be submitted and tracked to ensure referred students and families are taking advantage of free programs. We will work with the AWARE grant specialist to offer more community based wrap around services.

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. Â§ 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309985>.

2. Description

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

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.

Jacksonville Heights has partnered with community businesses, government agencies, and faith based institutes to support and increase achievement. The school has created a Community Outreach Committee that meets the first week of each month. Each grade level has one representative. The team reaches out to the communities to secure student incentives and volunteers for Parental Involvement events, student celebrations, mentoring, classroom support, and campus beautification projects. For faith based and community businesses, Partnership Agreements are signed and the groups are highlighted in school happenings. All stakeholders are invited to PTA, SAC, and school functions, not only to volunteer or support, but to participate and build relationships. Current partnerships include River City Community

Church, Jacksonville Heights Baptist Church, LAMA, Order of the Eastern Star, Tunas, Applebees, and Sams Club.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Walsh, Michelle	Principal
Parker, Kanzla	Assistant Principal
Bailey, Kelli	Instructional Coach
Elmore, Yakeisha	Instructional Coach
Levine-Lake, Cavelle	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.

Below are members of both the school's RtI/MTSS team and School Leadership team. The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Florida Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Jacksonville Heights. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/RtI to inform instruction and make mid-course adjustments as data is analyzed.

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

Kanzla Parker (Assistant Principal) assists the principal by monitoring the school-based RtI team, monitoring the implementation of intervention support and documentation, and oversees community involvement, testing, and textbooks.

Kelly Bailey (Academic Reading Coach) develops, leads, and evaluates the school core content standards/ program; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support

for assessment and implementation monitoring.

Yakeshia Elmore (Math Coach) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Heather Camacho (School Counselor) designs programs that address academic, career, and personal/social development of every student that includes identification of students who are at-risk for not meeting academic and/or behavioral expectations. Assists classroom teacher in development and documentation of academic and/or behavior interventions. 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. Contacts the behavior interventionist, as needed, for additional support and plan development.

Jamie Brennan(School Psychologist) Serves as the expert in assessment and evaluation of students relevant academic, behavioral, and mental health functioning. She develops local norms for academic achievement, such as curriculum based measures of student progress.

Tre'ana Ringer (Social Worker) Serves to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Helps staff understand the familial, cultural, and community components of students' learning and academic success.

Cristina Van Gaasbeek (Mental Health Support Specialist Duval AWARE) Serves to build district capacity to support schools in promoting mental wellness and ensure youth who experience mental health problems have timely access to effective and coordinated supports and services.

Darlene Knight, Paula Crosby, and Yvonee Scott ESE VE Resource Teachers - Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Allison Clark (Speech Language Pathologist) -Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

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.

Core Resources: School Administration and Academic Coaches thoroughly review district curriculum emails and curriculum guides to ensure adequate distribution of appropriate adopted materials. All bar-coded material is cataloged using the district online inventory system called Destiny. Once scanned, material is distributed accordingly. All faculty and staff communicate material needs to the Textbook Manager, Kanzla Parker (Assistant Principal) on a Textbook Request form available in the front office common area. Request are addressed daily. Teachers meet weekly in one 45 minute PLC

sessions with the academic coaches to provide updates and support on district initiatives. Every grade level has a extra planning day built into their schedule five times a year for 4 additional hours.

RtI Resources: Members of the team meet to support individual classroom teachers in a data chat format every month using data to drive the conversations and problem solving process. Students are identified using a multitude of data sources; qualitative and quantitative. The team's recommendation for Tier I or II responses to interventions are documented using either the MTSS form or a teacher created data collection packet that includes the same monitoring components. RtI will be documented through using the SEAs platform. Evidence based interventions are decided upon during data chat meetings and allocated to the teacher immediately through the academic coaches. Monitoring for fidelity occurs weekly through observations by administration, district specialists and school based academic coaches. Student response to the intervention is reviewed at the following data chat meeting set for six weeks from the initial meeting.

Stakeholder Communication: Jacksonville Heights Elementary (JHE) Parent Involvement programs will advise parents of students with disabilities of their rights in their child's education. JHE will provide them with strategies to increase their academic achievement and their social, emotional, and behavioral growth. JHE will inform parents of grades and progress during Individual Education Program (IEP) Reviews, progress reporting, and mid-term reviews.

Parents will be encouraged to be more involved in planning, problem solving, and decision-making. They will also be provided an opportunity to provide input during MRT meetings, parent teacher conferences, SAC, and family connections nights.

Information related to school and parent program activities can be sent home in language friendly format that will encourage support in the education of their children. The website transact.com will be utilized as needed.

Jacksonville Heights administration, teachers, and staff provide education to our students in the following ways: School Counselor provides education for a drug free and safe lifestyle. They will also instruct each grade level on Bullying and what it looks like. Teachers will reinforce these lessons by teach expectations school-wide to prevent Bullying.

Reading, Math, and Science Academic Coaches and teachers will provide parents with strategies in Reading, Math, Science, and Writing to help their child during planned family connection events.

Administrators and teachers will meet with parents to communicate the progress of each student during scheduled parent conferences. Conferences will be available on request before or after school. If a parent can't make these times, administration will see that arrangements are made so one can be accomplished.

All parents of students enrolled at Jacksonville Heights Elementary have the right to request information about the qualifications of their child's teachers and paraprofessionals. This information will be provided to them in a timely manner.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Walsh	Principal
Paul Schmittling	Business/Community
Penny Nevins	Parent
Christina Van Gaasbeek	Education Support Employee
Tiaerra McLaurin	Business/Community
Lynn Hendon	Teacher
Angelique Brown	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

The SAC met on September 15, 2016 for an initial meeting to review the primary role and responsibility of SAC. During that meeting, we voted on new members, discussed the role of SAC, and approved the SAC By-Laws. The October 20, 2016 meeting focused on the draft school improvement plan (SIP). A copy of the SIP was provided and the goals and objectives were discussed along with data that was used to make instructional decisions. In reviewing the goals met and not met, SAC will continue to discuss possible barriers and strategies to improve achievement in all reported content areas. Input from SAC will continue to be used to update and revise the 2016-17 SIP.

b. Development of this school improvement plan

The SAC will be working on ways to support the DCPS goal. SAC will meet during the month of September and October to review the current school grade and data, district initiatives, and collect concerns the council would like to address. The primary focus of SAC will be to assist in the development of educational goals and objectives for the 2016-17 school year. Information collected from SAC will be shared with the school leadership team to incorporate in the development of the School Improvement Plan (SIP). The SIP final draft will be shared with SAC during the October meeting for its final evaluation by the team. SAC will continue to revisit and evaluate the strategies and goals set forth in the SIP throughout the year by analyzing progress monitoring data provided by the school and district. As needed, the council will recommend and help to coordinate various support services to ensure the success of all students.

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

DCPS follows an allocation model for School Budget. SAC meets to determine the needs of the school in order to best utilized Title 1 funds allocated to the school on an annual basis based on the number of students receiving free or reduced lunch. District required use of funds is shared and parameters for the remaining funds are discussed. As needed, the council recommends the use of the funds based on the needs analysis and recommendation are shared with the school leadership team and Shared Decision Making Teams. All recommendations are taken into final consideration by the principal before final budget meetings with DCPS.

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

School Improvement Funds were allocated to support the school Choice Theme, A Technology Academy. Additional laptop computers and carts were purchased to assist the school in its goal to have 1:1 devices. This will allow all students the opportunity to utilize the district's web-based

programs daily. All remaining funds were utilized for student incentives as it relates to district and state assessments.

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.

An informational night was hosted on Thursday, September 3, 2015 to inform parents of the role and responsibility of SAC. The night was advertised via the Weekly Parent Eagle and personal phone calls. 12 stakeholders attended. The September 24th SAC meeting will induct new members and vote on final By Laws. As soon as the new SAC has been inducted, the October meeting agenda will include the review of the SIP.

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
Walsh, Michelle	Principal
Parker, Kanzla	Assistant Principal
Bailey, Kelli	Instructional Coach
Elmore, Yakeisha	Instructional Coach
Levine-Lake, Cavelle	Instructional Coach

b. Duties

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

For the 2016-2017 school year, increasing reading proficiency on the new Florida State Assessment, while increasing student learning gains as it relates to the district Curriculum Guide Assessments (Duval Reads), will be the primary focus for students and school improvement. All teachers will be trained and monitored on effective Tier 1 (Duval Reads) & 2 (LLI & Blended Learning programs) Core Instructional Practices that match the rigor of the New Language Arts Florida Standards and the New Florida State Assessment content focus. All 3-5 teachers will continue to be trained on I-Ready and Achieve 3000 Reading Web-based programs and differentiated components in order to effectively implement the programs within the recommendations of the specialists. Teachers, students, and data from the programs will be monitored through classroom observations and reports from the programs. Teachers will also attend and actively participate in one weekly 45 minute grade level PLCs and monthly early dismissal training where literacy embedded teaching practices will be discussed and added to weekly lesson plans. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

Unpacking each benchmark of the Florida State Standards and understanding the FSA item specifications will be the primary focus throughout the year in order to align core teaching practices and interventions.

D. Public and Collaborative Teaching

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

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

Jacksonville Heights adheres to the district master schedule which incorporate one common planning time each week. Jacksonville Heights has four 45 minute planning times built into the daily schedule for all K-5 teachers. One of the planning sessions are utilized for common planning with the Academic Coaches as the lead. The additional five more half day common planning times will continue to be schedule to allow more collaboration, planning, and data analysis. In addition, one representative from each stakeholder group meets bi-monthly at the School Leadership Meeting where data from their team is shared out. Teams work together to decide on what data they would like to share out; reading, math, behavior, ESE, ELL, etc. Grade levels also meet to review documentation for Rtl and to work with the team on collaborative problem solving to ensure we meet the needs of each individual child.

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

When possible, an interview committee consisting of administrators, coaches, and teachers meet and interview prospective teachers as a team. The team discusses prospective teachers that would prosper in our learning community. After teachers are hired, they are given a grade level mentor teacher and a grade level academic coach.

Beginning teachers will fulfill the requirements of the Teacher Induction Program (MINT) as a support, working with the PDF and district assigned cadre. Currently, our PDF is new for the 2016-17 school year and is waiting for training by the district.

Academic Coaches and the PDF will provide on-going support via observations, professional trainings, co-teaching, and modeling. Weekly Professional Learning Communities (PLCs) are facilitated by coaches for all grade levels, K-5, for 45 minutes per week.

In addition, the PDF provides monthly support meetings to progress monitor novice teachers in meeting the requirements of their first year in DCPS.

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

The mentor and mentees meet biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). In addition, the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the last Thursday of every month. District Cadre provides support as needed by observing and working with novice teachers monthly. The support systems described are on-going and documented through mentor / mentee logs.

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.

Jacksonville Heights Elementary utilizes Duval Reads, Saxon Spelling & Phonics, Duval Math, Scott Foresman/ Pearson Science, and LLI for guided reading as core instructional materials. In addition, DCPS has also provided teachers supplementary materials; novel studies in grades 2-5, Heggerty Phonemic Awareness program in grades K-2, Making Words program for K-2, Lake Shore Reading

Manipulatives in K-2, Pearson Math Investigations, EnVisions Math, and access to online curriculum support (I-Ready Tool Box, DAR TSS, Empowering Teachers Lessons).

All Curriculum Guides are available for every grade level that explicitly align all materials to the New Florida State Standards. A Year at a Glance (YAG) is provided within each Curriculum Guide that ensures all standards are covered utilizing district core instructional materials by the end of the school year.

Web-based curriculum items include I-Ready, Gizmos, and Achieve 3000. All programs are aligned to the state standards and all students have access to these programs during the day and weekends.

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.

All veteran teachers at Jacksonville Heights have been trained to use the online Data Warehouse Performance Matters, I-Ready, Achieve 3000 which all allow teachers to have real time data to analyze, plan from, and goal set. All new teachers to Jacksonville Heights will be trained during the first few Early Dismissal Trainings. Data includes, but is not limited to, FSA, FCAT, DAR, CGA, i-Ready, Achieve 3000, and District Created Assessments. In addition to performance data, teachers have access to tardy, behavior, and attendance data through the BBCard on Performance Matters. Teachers also have access to the web-based SEAS program to access IEP and PMP information. This platform also documents Rtl intervention data year to year. Based on data profiles in Performance Matters and SEAS, students are identified as bottom quartile and/or Rtl Teir II & II. Teachers meet in grade level data chats to evaluate students in Rtl statues. The collaborative problem solving team reviews each students progress to determine continuation or a change in researched based programs. Students identified as needing additional reading support are utilizing either Soar to Succes, additional Achieve 3000 or I-ready usage, Barton, Level Literacy Fountas & Pinnell (LLI), or additional Heggerty and/or Making Words. Students identified as needing additional math support are utilizing enVisions intervention lessons, Common Core Ready Lesson, Math Navigator, i-ready Tool Box, and/or addition i-Ready math usage.

All teachers with students identified as active ELL and/or SWD, are provided the allowable accommodations to support their success on advanced assessments. Accommodations are documented on each assessment using a sticky label that indicates what the child used.

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: 60

45 student participate in extended day Monday through Friday. Students participating in extended day will utilize i-ready reading to ensure each meets the minimum 45 minute weekly goal.

Strategy Rationale

i-Ready research indicates that students using i-Ready for a minimum of 45 minutes weekly with a high success rate with make one to two year's growth as measured by the overall scale scores.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walsh, Michelle, walshm@duvalschools.org

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

Data will be collected through weekly reports.

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. Â§ 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.

Parents of 5th grade students are encouraged to attend the School Choice Expo in January each year to make informed decisions on the best placement for their child. School Choice options are also encouraged individually with students that participate in the school's chorus, art clubs, and Cathedral Arts program (CAP).

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. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Jacksonville Heights implements systems for school wide positive support systems that address the social and emotional needs of families, students, staff, and faculty, then student behavioral referrals will decrease and stakeholder engagement will increase.
- G2.** If we consistently provide opportunities for students to own their learning and demonstrate their understanding in all content areas, then student achievement and engagement will increase.

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 Jacksonville Heights implements systems for school wide positive support systems that address the social and emotional needs of families, students, staff, and faculty, then student behavioral referrals will decrease and stakeholder engagement will increase. 1a

G084195

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	74.0
ELA/Reading Lowest 25% Gains	66.0
ELA/Reading Gains	45.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Out of the 169 3rd - 5th grade students that have two or more more early warning indicators, 56 earned a Level 1 and 29 a Level 2 on the ELA portion of FSA. That is 92 (80%) out of the 115 that took the FSA in 2015-16.
- Jacksonville Heights has been rezoned and the administration and teachers do not know the social and emotional needs of the new student until all cum folders are received and reviewed, RtI Focus reports are generated to identify retentions, and BBCard reports are analyzed for early warning signs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AWARE grant professional development and resources.
- PBIS professional development and resources.
- HERO
- SOS

Plan to Monitor Progress Toward G1. 8

Bottom Quartile data from BBCard that includes warning indicator data will be pulled regularly to monitor and update groupings and interventions.

Person Responsible

Michelle Walsh

Schedule

On 6/2/2017

Evidence of Completion

BQ excels with most recent data included

G2. If we consistently provide opportunities for students to own their learning and demonstrate their understanding in all content areas, then student achievement and engagement will increase. 1a

G084196

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	45.0
Math Achievement District Assessment	55.0
Science Achievement District Assessment	50.0
ELA/Reading Gains	54.0

Targeted Barriers to Achieving the Goal 3

- 14 out of the current 39 classroom teachers are new to the school, teaching, and/or our district and therefore have not been extensively trained on the DCPS curriculum, Duval Reads and Duval Math, which has increased text complexity, utilizes new teaching strategies and new academic vocabulary. They have not been trained on teacher lead center materials such as the Math Toolbox from i-Ready and LLI for guided reading.
- Not all students in KG-5 in 2015-16 were consistently logging on and successfully completing blended learning lessons that meet the expectations and research of the program.
- Out of the 241 students that took the FSA in 2015-16, 96 scored a level 1 and 65 a level 2. 68% of all students are reading below level according to the FSA data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based Coaches
- School Administration
- Common Core Companion: The Standards Decoded (ELA, Math)
- FSA Item Specifications
- I-Ready Reading & Math
- Achieve 3000
- Pearson Science Leveled Readers
- Marilyn Burns, Math Reads Literature Sets
- LLI Guided Reading Intervention Program
- Barton

Plan to Monitor Progress Toward G2. 8

Student assessment data

Person Responsible

Kanzla Parker

Schedule

Daily, from 8/17/2015 to 5/30/2016

Evidence of Completion

Curriculum Guide Assessments, District and Common Assessments, I-Ready Diagnostic 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 Jacksonville Heights implements systems for school wide positive support systems that address the social and emotional needs of families, students, staff, and faculty, then student behavioral referrals will decrease and stakeholder engagement will increase. **1**

 **G084195**

G1.B1 Out of the 169 3rd - 5th grade students that have two or more more early warning indicators, 56 earned a Level 1 and 29 a Level 2 on the ELA portion of FSA. That is 92 (80%) out of the 115 that took the FSA in 2015-16. **2**

 **B223732**

G1.B1.S1 Provide families with family resource that address their social and emotional needs that are within the region. **4**

 **S236060**

Strategy Rationale

Faculty and staff will be trained within the Aware Grant to increase mental awareness understanding and the resources available within the district. Most of our referrals for services relied on the Westside Full Service Center in the past.

Action Step 1 **5**

School based PBIS and Aware grant specialists will provide training and support through planned TDEs, early dismissal, and Foundation Meeting professional develop. PD will specifically provide awareness on PBIS strategies and mental health awareness.

Person Responsible

Michelle Walsh

Schedule

On 6/2/2017

Evidence of Completion

Increased participation in family resources such as Full Service Counseling and SOS. Mental Health student survey.

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

Administration will conduct classroom observations and pull FOCUS grade portal data on grades and attendance monthly.

Person Responsible

Michelle Walsh

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets from PD, referral reports to local agencies, behavior referral data

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

Administration will conduct classroom observations and pull FOCUS grade portal data on grades and attendance monthly.

Person Responsible

Michelle Walsh

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets from PD, referral reports to local agencies, behavior referral data

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

Analysis of student work samples during common planning and focused student observations of the student in the classroom setting with district support staff.

Person Responsible

Schedule

On 6/2/2017

Evidence of Completion

Common Planning, RtI, TDE, and Early Dismissal agendas, completed observation forms and referrals to agencies

G2. If we consistently provide opportunities for students to own their learning and demonstrate their understanding in all content areas, then student achievement and engagement will increase. **1**

 G084196

G2.B1 14 out of the current 39 classroom teachers are new to the school, teaching, and/or our district and therefore have not been extensively trained on the DCPS curriculum, Duval Reads and Duval Math, which has increased text complexity, utilizes new teaching strategies and new academic vocabulary. They have not been trained on teacher lead center materials such as the Math Toolbox from i-Ready and LLI for guided reading. **2**

 B223734

G2.B1.S1 Teachers will participate in professional development facilitated by school-based coaches and district specialists. This professional development will provide support to teachers on understanding the standards, shifts, item specifications, and new curriculum text demands. Teachers will also participate in coaching cycles to ensure implementation of Duval curriculum and Teacher Lead small group curriculum is being facilitated accurately with fidelity. **4**

 S236062

Strategy Rationale

By participating in this professional development, teachers will understand the curriculum and the implications for daily implementation.

Action Step 1 **5**

School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.

Person Responsible

Michelle Walsh

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Increased proficiency and gains on district Curriculum Guide Assessment and Web based diagnostics from Fall, Winter, to Spring. Student work samples within Journals, Common Assessments, and Module Workbooks that meet the expectations in the released items. For small group, Rtl lesson plans and district tracking sheet.

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

Administration will conduct classroom observations, pull FOCUS grade portal data on common assessments, and attend weekly Thursday PLCs.

Person Responsible

Michelle Walsh

Schedule

Daily, from 8/24/2015 to 5/30/2016

Evidence of Completion

Administration will take notes and provide noticings and next steps face to face and/or via email. Classroom lessons should reflect a thorough understanding of content pedagogy. Feedback will be provided during weekly PLCs on Thursdays and Fridays.

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

Analysis of student work; assessments, guided reading levels, journals, Module Workbooks, and reports from i-ready, Achieve 3000, and Performance Matters.

Person Responsible

Michelle Walsh

Schedule

Daily, from 8/24/2015 to 5/30/2016

Evidence of Completion

Reading Levels, Exit tickets, journals, class assignments, Curriculum Guide Assessments, i-Ready data, Achieve 3000, and Module Workbooks

G2.B2 Not all students in KG-5 in 2015-16 were consistently logging on and successfully completing blended learning lessons that meet the expectations and research of the program. **2**

 B223735

G2.B2.S1 School-based coaches and district specialists will provide professional development on aligning Achieve 3000 articles to the science curriculum, learning best practices on motivation and holding students accountable for successfully completing all steps for each article, and using Achieve 3000 reports to differentiate and goal set in small group instruction. Students will use accountability tracking sheets to provide self assessment. **4**

 S236063

Strategy Rationale

With the utilization of the Achieve 3000 and i-Ready reports, teacher will know the individual needs of their students, as well as how to meet those needs. Then they will be able to provide effective instruction and improve student achievement over time.

Action Step 1 **5**

School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block (ELA and Science Blocks).

Person Responsible

Michelle Walsh

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

-Students will receive exposure to non-fiction articles adjusted to their reading level. -There will be an increase in lexile levels at each level set testing window. -There will be feedback emailed from the teacher to individual students on their Thought Response Questions.

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

Administration will conduct classroom observations during center rotations. Students will use Achieve 3000 folders to monitor their success by graphing and logging percentages.

Person Responsible

Michelle Walsh

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-through feedback with noticings and next steps. Completed students Achieve 3000 monitoring sheets. Achieve 3000 Reports.

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

Administration will conduct classroom observations during center rotations.

Person Responsible

Michelle Walsh

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 usage and performance reports, completed Achieve 3000 student monitoring forms,

G2.B3 Out of the 241 students that took the FSA in 2015-16, 96 scored a level 1 and 65 a level 2. 68% of all students are reading below level according to the FSA data. 2

 B223736

G2.B3.S1 School-based coaches and district specialists will provide professional development on incorporating literacy text into the math and science instructional blocks. PD will focus on gathering text that aligns to current topics, creating higher order student accountability, and assisting teachers in finding the most effective reading strategies that align with each text. 4

 S236064

Strategy Rationale

If all teachers incorporate text weekly into their instructional blocks, then students will have more exposure to reading and have more opportunities to demonstrate an understanding of grade level text through problem solving and writing.

Action Step 1 5

School based coaches will provide professional development and modeling to teachers on the effective use of math and science literature in the classroom (during the core, centers, and teacher led groups).

Person Responsible

Yakeisha Elmore

Schedule

On 5/30/2016

Evidence of Completion

Science and math text in the math/sc classrooms, text being used in the center rotations, student accountability sheets, text that is aligned to the topic, lesson plans

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

Administration will conduct classroom observations during the math and science block.

Person Responsible

Kanzla Parker

Schedule

On 5/30/2016

Evidence of Completion

Noticings and next steps provided on carbon paper to the teacher during walk-throughs, lesson plans, student accountability documents

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

Administration will conduct classroom observations during center rotations and attend Thursday PLCs.

Person Responsible

Kanzla Parker

Schedule

On 5/30/2016




Evidence of Completion

Evidence of teacher feedback in the accountability documents, students assessment results

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 M310125	Administration will conduct classroom observations during center rotations.	Walsh, Michelle	8/18/2014	Achieve 3000 usage and performance reports, completed Achieve 3000 student monitoring forms,	6/5/2015 daily
G2.B2.S1.MA1 M310126	Administration will conduct classroom observations during center rotations. Students will use...	Walsh, Michelle	8/18/2014	Walk-through feedback with noticings and next steps. Completed students Achieve 3000 monitoring sheets. Achieve 3000 Reports.	6/5/2015 daily
G2.MA1 M310129	Student assessment data	Parker, Kanzla	8/17/2015	Curriculum Guide Assessments, District and Common Assessments, I-Ready Diagnostic data	5/30/2016 daily
G2.B1.S1.MA1 M310123	Analysis of student work; assessments, guided reading levels, journals, Module Workbooks, and...	Walsh, Michelle	8/24/2015	Reading Levels, Exit tickets, journals, class assignments, Curriculum Guide Assessments, i-Ready data, Achieve 3000, and Module Workbooks	5/30/2016 daily
G2.B1.S1.MA1 M310124	Administration will conduct classroom observations, pull FOCUS grade portal data on common...	Walsh, Michelle	8/24/2015	Administration will take notes and provide noticings and next steps face to face and/or via email. Classroom lessons should reflect a thorough understanding of content pedagogy. Feedback will be provided during weekly PLCs on Thursdays and Fridays.	5/30/2016 daily
G2.B2.S1.A1 A304504	School based coaches will provide professional development for teachers on the effective use...	Walsh, Michelle	8/17/2015	-Students will receive exposure to non-fiction articles adjusted to their reading level. -There will be an increase in lexile levels at each level set testing window. - There will be feedback emailed from the teacher to individual students on their Thought Response Questions.	5/30/2016 weekly
G2.B3.S1.MA1 M310127	Administration will conduct classroom observations during center rotations and attend Thursday...	Parker, Kanzla	8/17/2015	Evidence of teacher feedback in the accountability documents, students assessment results	5/30/2016 one-time
G2.B3.S1.MA1 M310128	Administration will conduct classroom observations during the math and science block.	Parker, Kanzla	8/17/2015	Noticings and next steps provided on carbon paper to the teacher during walk-throughs, lesson plans, student accountability documents	5/30/2016 one-time
G2.B3.S1.A1 A304505	School based coaches will provide professional development and modeling to teachers on the...	Elmore, Yakeisha	8/17/2015	Science and math text in the math/sc classrooms, text being used in the center rotations, student accountability sheets, text that is aligned to the topic, lesson plans	5/30/2016 one-time
G2.B1.S1.A1 A304503	School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher...	Walsh, Michelle	8/24/2015	Increased proficiency and gains on district Curriculum Guide Assessment and Web based diagnostics from Fall, Winter, to Spring. Student work samples within Journals, Common Assessments, and Module Workbooks that meet the expectations in the released items. For small group, Rtl lesson plans and district tracking sheet.	5/31/2016 weekly
G1.MA1 M310122	Bottom Quartile data from BBCard that includes warning indicator data will be pulled regularly to...	Walsh, Michelle	8/22/2016	BQ excels with most recent data included	6/2/2017 one-time
G1.B1.S1.MA1 M310119	Analysis of student work samples during common planning and focused student observations of the...		8/15/2016	Common Planning, Rtl, TDE, and Early Dismissal agendas, completed observation forms and referrals to agencies	6/2/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M310120	Administration will conduct classroom observations and pull FOCUS grade portal data on grades and...	Walsh, Michelle	8/15/2016	Sign-in sheets from PD, referral reports to local agencies, behavior referral data	6/2/2017 one-time
G1.B1.S1.MA1  M310121	Administration will conduct classroom observations and pull FOCUS grade portal data on grades and...	Walsh, Michelle	8/15/2016	Sign-in sheets from PD, referral reports to local agencies, behavior referral data	6/2/2017 one-time
G1.B1.S1.A1  A304502	School based PBIS and Aware grant specialists will provide training and support through planned...	Walsh, Michelle	8/15/2016	Increased participation in family resources such as Full Service Counseling and SOS. Mental Health student survey.	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 Jacksonville Heights implements systems for school wide positive support systems that address the social and emotional needs of families, students, staff, and faculty, then student behavioral referrals will decrease and stakeholder engagement will increase.

G1.B1 Out of the 169 3rd - 5th grade students that have two or more more early warning indicators, 56 earned a Level 1 and 29 a Level 2 on the ELA portion of FSA. That is 92 (80%) out of the 115 that took the FSA in 2015-16.

G1.B1.S1 Provide families with family resource that address their social and emotional needs that are within the region.

PD Opportunity 1

School based PBIS and Aware grant specialists will provide training and support through planned TDEs, early dismissal, and Foundation Meeting professional develop. PD will specifically provide awareness on PBIS strategies and mental health awareness.

Facilitator

Cristine Van Gaasbeek, district PBIS Specialists, and Admin

Participants

Select grade level teachers & coaching faculty.

Schedule

On 6/2/2017

G2. If we consistently provide opportunities for students to own their learning and demonstrate their understanding in all content areas, then student achievement and engagement will increase.

G2.B1 14 out of the current 39 classroom teachers are new to the school, teaching, and/or our district and therefore have not been extensively trained on the DCPS curriculum, Duval Reads and Duval Math, which has increased text complexity, utilizes new teaching strategies and new academic vocabulary. They have not been trained on teacher lead center materials such as the Math Toolbox from i-Ready and LLI for guided reading.

G2.B1.S1 Teachers will participate in professional development facilitated by school-based coaches and district specialists. This professional development will provide support to teachers on understanding the standards, shifts, item specifications, and new curriculum text demands. Teachers will also participate in coaching cycles to ensure implementation of Duval curriculum and Teacher Lead small group curriculum is being facilitated accurately with fidelity.

PD Opportunity 1

School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.

Facilitator

Academic Coaches

Participants

3rd- 5th grade teachers

Schedule

Weekly, from 8/24/2015 to 5/31/2016

G2.B2 Not all students in KG-5 in 2015-16 were consistently logging on and successfully completing blended learning lessons that meet the expectations and research of the program.

G2.B2.S1 School-based coaches and district specialists will provide professional development on aligning Achieve 3000 articles to the science curriculum, learning best practices on motivation and holding students accountable for successfully completing all steps for each article, and using Achieve 3000 reports to differentiate and goal set in small group instruction. Students will use accountability tracking sheets to provide self assessment.

PD Opportunity 1

School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block (ELA and Science Blocks).

Facilitator

Eden Payton

Participants

3rd-5th grade teachers

Schedule

Weekly, from 8/17/2015 to 5/30/2016

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	School based PBIS and Aware grant specialists will provide training and support through planned TDEs, early dismissal, and Foundation Meeting professional develop. PD will specifically provide awareness on PBIS strategies and mental health awareness.				\$0.00
2	G2.B1.S1.A1	School based coaches will facilitate weekly 45 minute PLCs designed to increase teacher understanding of the new curriculum, the Florida Standards and its relation to the FSA item specifications for the Florida State Assessment. PD will specifically assist teachers in unpacking and understanding the assessments in order to plan for and deliver effective instruction that will allow students to successfully meet the demands the new standards and assessment require of students. Coaches will follow up with coaching cycles to ensure effective instruction with fidelity is occurring every day in every class based on the PD provided.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2291 - Jacksonville Heights Elementary School			\$10,000.00
			Notes: Additional 2nd grade LLI kits for explicit researched based guided reading. (Blue Kit)			
3	G2.B2.S1.A1	School based coaches will provide professional development for teachers on the effective use Achieve 3000 and model effective implementation during the institutional block (ELA and Science Blocks).				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2291 - Jacksonville Heights Elementary School	Title I, Part D		\$36,000.00
			Notes: 1 laptop cart, 30 laptops			
4	G2.B3.S1.A1	School based coaches will provide professional development and modeling to teachers on the effective use of math and science literature in the classroom (during the core, centers, and teacher led groups).				\$0.00
Total:						\$46,000.00