Northwestern Legends Elementary

2016-17 Schoolwide Improvement Plan

Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/nle

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	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	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 Northwestern Legends Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Saint Clair Evans Academy is to provide educational excellence in every classroom for every student, every day.

b. Provide the school's vision statement.

The vision of Saint Clair Evans Academy is to promote academic excellence and social responsibility. Students will be fully engaged and will take ownership of their learning as they work on appropriately rigorous content that prepares them for success in college and in the workforce.

2. School Environment

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

The school has engaged stakeholders (parents, students, teachers, dean, school counselor, therapist, community, etc.). This is evidenced by the process of assessing the current state of the cultural awareness and student-teacher relationships through surveys such as: The New Teacher Learning Project, Gallup Poll Survey, Title I surveys, and Southern Association of Colleges and Schools Accreditation surveys. This data is used to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and to close the existing social justice and equity gaps. This information is shared with the school's School Advisory Council (SAC), Student Council, school leadership teams and Shared Decision Making (SDM)Team to determine next steps.

Additionally, teachers are participating in bi-weekly professional development centered around culture and responsive teaching. Students participate in a variety of cultural activities and experiences throughout the year. Students will have an opportunity to serve in various groups and committees such as peer mediation, support circles, and Student Council/school leadership program.The school develops relationships with students by using a positive approach to school-wide discipline.

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

The school provides on campus support systems for students, which includes full-time behavior support, a full- time school counselor, and access to a full-time Full Service Schools therapist. The school has developed and is implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum such as Second Step/ Learning for Life. Supplemental data driven small group counseling and supports are in place based on identified student needs. The school counselor provides counseling and referral system supports to school-based and community resources. Full Service is a neighborhood based collaboration designed to remove barriers to a child's academic success. Services include:
- behavioral intervention
- individual/ family counseling
- mentoring
- parental skills enhancement
- after school tutoring
- case management
- medical/ health services

- mental health services
- after school activities

Select students participate various programs such as: Big Brother/Big Sister Mentor program. The mentor supports their assigned student in social behaviors as well as academics. Operation Save Our Sons which is a faith-based support program, Girls on the Run, and Serenity Circles. In addition students participate in:
- Anti-Bullying Programs
- Second Step Curriculum/Learning For Life
- Class meetings

Each year the school has a theme to help promote school-wide unity. Our theme for 2016-2017 is "Welcome Aboard the Fantastic Voyage II" where we Successfully Educate All Students. Students will be encouraged to AHOY: A- Always H-Help O-Others Y-Yield Success

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.

We have a PBIS (Positive Behavioral Interventions and Supports) plan which provides a continuum of positive behavior supports for all students within the school. Within the plan, school-wide expectations that are aligned to the district's Student Code of Conduct are defined, strategies for classroom management & CHAMPS are explained, and incentive and reward programs are outlined.

The school adheres to the DCPS Student Code of Conduct which defines the action steps to take with each child based on the code violation. Restorative Justice will be used to empower students to resolve conflict on their own and in small groups. Students gain knowldge and skills to make socially acceptable choices and build stronger relationships. The behavior support personell will provide alternative approaches to discipline and offer a variety of consequences in order to reduce the number of students suspended.

The PBIS team created school-wide expectations for common areas (hallways, cafeteria, bus zone, etc.). At the beginning of the school year, teachers taught lessons, modeled and practiced with students these expectations to ensure understanding and effective implementation.

Teachers and students attend a school behavior assembly to review the school-wide expectations and district's student code of conduct. During the assembly students are also exposed to the various school-wide recognition and reward programs. Some of these are: Soaring Student of the Week, quarterly behavior rewards, citizenship awards, attendance awards and "Green" day rewards. One of our tracking systems for the incentive program is HERO.

All staff members use positive feedback to reinforce student behavior. All staff members participate in CHAMPS Classroom Management training, which is a positive approach to classroom management. Through this approach teachers set behavior exceptions for major learning activities and transitions. The CHAMPs acronym is used to explain detailed behavioral expectations. All classroom teachers are required to have an interactive CHAMPS chart in their classroom. Teachers use this chart to teach, prompt, and refer to expectations. Teachers use a common grade-level discipline chart to monitor student behaviors and ensure that all students are treated fairly and consistently.

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.

The school has a comprehensive counceling program staffed with a full-time school counselor. The counselor schedules meetings with district staff and teachers to discuss students who are referred for social-emotional needs, academics, or medical needs. In addition, the school has a school-wide Multi-tiered System of Support (MTSS) team that meets on a biweekly basis to discuss students who encounter barriers to academic and social success.

Students with behavior concerns are either assigned a mentor or referred to the behavior support personel or the Full Service therapist. If a child has medical needs the parent will be assisted through the Full Service program in getting the child to the doctor and help with the cost of medication. Full Service also assits with getting students eye exams and glasses for those students who fail the vision screening.

3. Early Warning Systems

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

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

The school's early warning system is designed to assist students who are at-risk for not meeting key educational milestones. Through bi-weekly meetings, the MTSS team is able to:
1) identify the early warning signs of targeted students,
2) problem-solve strategies for both academic and behavior needs,
3) match students with interventions and/or supports, and
3) monitor students' progress.

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	12	8	4	1	1	0	0	0	0	0	0	0	55
One or more suspensions	2	48	13	16	18	0	0	0	0	0	0	0	0	97
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	0	0	0	0	0	0	0	0	0	26

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

In order to meet the various needs of the targeted students, an array of interventions are utilized in reading, math and social-emotional learning.

Interventions for reading include:
Barton Reading & Spelling Systems, Saxon Reading Program, Florida Center for Reading Research (FCRR), I-Ready Reading, Achieve 3000

Interventions for math:
I-Ready Math
enVisions intervention Kit

Interventions for social emotional learning (SEL):
Second Step
Peer mediation
Support Circles
One-on-one and group counseling
One-on-one Therapy
Attendance Plan
Learning for Life

Conferences with parents and students are conducted periodically. During this time a staff member(s) discuss with the parent and student concerns and progress as well as the shared responsibility of all parties.

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 available at the school site.

2. Description

Saint Clair Evans Academy involves parents in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC, PTA, and Parent Involvement meetings will be held on the 1st Tuesday of each month. SAC will begin at 4:00 pm. PTA/Parent Involvement will start at 5:00 pm. Our goal in to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

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.

The school has formed an alumni association that helps support the vision and mission of the school by providing volunteers, tutors. donations, and parent involvement. The designee's responsibilities include:
• Facilitating parent-school communication;
• Facilitating community agency referrals;
• Encouraging parent involvement in the school;

• Fostering trust between parents and the educational community;
• Fostering higher academic achievement through collaboration with school personnel.

The primary role of the parent liaison designee is to empower parents to become active participants in the education of their children. Targeted are those parents who:
• need help in determining how best to help their children;
• are infrequent participants in school activities;
• may need clarification of their role in the educational process; and
• need assistance in making connections and accessing services.

The school utilizes the district's Parent Academy to promote parental involvement and enhance student achievement through workshops and activities that provide tools to enhance parenting, advocacy and leadership skills.

The school works closely with Full Service Schools to help provide students with behavioral support, medical needs, glasses, and mini grants to provide awards and educational incentives.

Big Brother/Big Sister Mentoring program works with our school to provide role models for students who have social needs.. The mentors help our students realize their potential and build their futures.

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
Polydore, Lawanda	Principal
Hill, Biannca	Assistant Principal
Harbison, Lacy	Teacher, ESE
Mincey, Morenike	Instructional Coach
Woodward, Sandra	Other
Smith, Orlando	School Counselor
Walthour-Easton, Delbra	Other

b. Duties

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

Lawanda Polydore - Principal
Responsibilities: Create a safe and positive community conducive to teaching and learning in conjunction supporting staff and student well-being. Overall supervision of faculty, staff and students. Monitor effectiveness through conducting observations/evaluations. Overall management and deligation of supplemental tasks.

Assitant Principal- Biannca Hill
Behavior Support- Delbra Walthour-Easton
School Counselor- Orlando Smith
ESE Teacher- Lacy Harbison

Reading Interventionist- Sandra Woodward
Math Coach – Morenika Mincey
Reading Coach- TBD

Assistant Principal will:
Support the principal in creating a safe and positive community conducive to teaching and learning in conjunction supporting staff and student well-being. Overall supervision of faculty, staff and students. Monitor effectiveness through conducting observations/evaluations. Overall management and deligation of supplemental tasks.

Academic Coaches will:
Implement Instructional Coaching Cycle which includes: teaching strategies, assessment; feedback and modeling. Research and provide information and guidance regarding a range of effective and innovative practices.

Reading Interventionist will:
Communicate with other faculty to implement scientifically-based reading strategies to enable students to develop the competencies and skills to be successful readers. Identify student needs and collaborate with other professional staff members in assessing and helping students solve learning problems. Use appropriate core and supplemental intervention materials that align with district and state curriculum and provide Tier II and III Literacy support.

ESE VE Teacher will:
Communicate with other faculty to implement scientifically-based academic and behavioral strategies to enable students to develop the competencies and skills to be successful students and citizens. Identify student needs and collaborate with other professional staff members in assessing and helping students solve learning problems. Use appropriate core and supplemental intervention materials that align with district and state curriculum and provide Tier II and III academic and behavioral support.

School Counselor will:
Help all students in the areas of academic achievement, personal/social development and career development, ensuring students become the productive, well-adjusted adults. Facilitate communications between school and district Multidisciplinary team to ensure that students receive appropriate supports. Serve as a liason between parent, community and school partners. Utilize multiple disciplines, including community health, social work, psychology, counseling and education.

Behavioral Support Personel will:
Collaborate with faculty and staff to assist individuals in eliminating or replacing disruptive, harmful or negative behaviors with positive actions. Behavioral support personel will work in a variety of settings to implement positive behavior supports.

The leadership team engages in the problem solving process to lead school-wide intiatives.

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 MTSS Leadership Team will meet every other Wednesday morning to engage in the following activities; the team consists of one representative from each grade level, ESE VE teachers, the guidance counselor, administration, and reading interventionist: The purpose of the team is to:

• Review/analyze data in content areas
• Look at student work
• Identify students at risk
• Share best practices
• Problem solve
• Identify professional development needs
• Work on building consensus and increasing infrastructure
• Evaluate implementation of RTI and Gradual Release Model
• Plan for professional development

In addition the Leadership Team which includes the principal, assistant principal, school instructional coaches meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

Title I resources will help participating children meet the state's challenging student academic achievement standards expected for all children. The majority of the money will be used for teaching positions; a reading interventionist, math interventionist, a parent volunteer, and business liaison. The parent volunteer liaison oversees the Parents Recourse Center. The Parent Resource and Title I Parent Involvement Center is a source of support and information for parents and families, to offer parents encouragement and support, and to share ways to work as a team with the child's school so the child can be prepared for his or her future. Workshops are provided on a variety of topics which may include Elementary School Success, Helping Your Child with Reading, Organizational and Study Skills, Understanding Special Education, and more. The center will be available to parents during the hours of 8:00-1:00.

The school participates in the Breakfast in the Classroom Program. In addition, the school was chosen to be a part of the Community Eligibility Program that provides free lunches to all students; parents do not have to complete a lunch application under this program.

When SAI dollars become available the dollars will be used to purchase tutors to provide support for students who scored a Level 1 or Level 2 on the 2015 FSA.

Title I dollars will be used for field trips as an educational tool. To help teachers reinforce lessons and use exciting experiences to engage students. To all students to observe a system not available in the classroom.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lawanda Polydore	Principal
Sharon Banks	Business/Community
	Student
Helena Washington	Parent
Ebony Shiloh	Parent
Soittis Jackson	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 SIP is reviewed quarterly during the school year to ensure that progress is being made. Formative data is shared to progress monitor goals. At the first meeting in September, summative evidence is shared with the SAC Board to determine it the objectives were met. We identify the chief causes of the data that is low in an area and the SAC members provide suggestions , makes recommendations, and offer support. based on the evaluation.

b. Development of this school improvement plan

SAC committee members were invited to attend the district SIP training. The SAC Board will be given an opportunity to provide input to the SIP plan at the first meeting that will be held the thirdThursday in September. Upon review, a meeting will be schedule to give parents time to give input and add additional strategies. The SAC assists in the developing and evaluating of the school improvement plan at the beginning of the year and is reviewed at middle of the year to ensure that progress is being made with all goals.

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

The school's budget for the rising school year is shared with the SAC at the last meeting in June. In October it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

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

The school improvement funds were used to purchase agendas for the 2015-2016.

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
Woodward, Sandra	Other
Polydore, Lawanda	Assistant Principal

b. Duties

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

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading by 3%. Specific professional development for the staff will include: The implementation of the Florida State Standards in K-5 grades, inquiry based instruction, use of Achieve 3000 in grades 3-5, I-Ready Reading in grades K-5, Barton Reading and Spelling System in grades K-2, close reading/text complexity, focus on Florida State Standards Writing, and training of new district reading initiatives.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work
Professional Learning/Collaboration .

In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

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.

SCEA encourages a positive working relationships with teachers through Shared Decision, Sunshine Committee, and Professional Learning Communities, The master schedule has been designed to provide consistent time for teachers to meet in common planning. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

In addition, all DCPS schools are participating in the New Teacher Learning Project. The TNTP helps public schools, districts and states nationwide advance excellent instruction in four key areas. All staff members took a survey in the spring of 2015. This data is being used to create a strategic plan to work on school culture.

A Gallop Survey was given to all stakeholders to provide additional data in improving the school learning

environment and school culture. This data will also be used to create a plan to address the areas of improvement and build on the ares of strength..

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

SCEA will recruit new teachers by marking the school and creating a positive image in the community. The school will follow district procedures for interviewing new candidates and the hiring process.

Saint Clair Evans Academy supports new teachers with a mentor program. These staff memebers are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. Morenike Mincey, the school Professional Development Coordinator, leads the school's mentor program.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is lead by school administration, Lawanda Polydore Principal and Biannca Hill assistant principal, and PLC Leads.

Another strategy to retain effective teachers is to provide and cultivate collaboration in the school; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. School administration, and coaches are responsible for monitoring this process.

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

The beginning teachers at Saint Clair Evans Academy participate in the district's Teacher Development & Support . This process is led at the school level by our PDF (Professional Development Facilitator) Morenike Mincey. Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities. The teachers and mentors participate in biweekly meetings with the PDF to train and review the requirements for the beginning teacher program. Requirements of the program include for the beginning teacher(s) are:
* Complete Novice Teacher Self-Assessment.
* Conduct two observations of an effective teacher using the Teacher Development & Support Focus Observation Instrument (one each semester).
* Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.
* Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
* Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
* Complete CHAMPS class and follow-up requirements.
* Complete DCPS Code of Ethics class.
* Attend school-based Teacher Development & Support meetings.
* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.

Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in Focus (the school grade book program), Performance Matters (district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.

In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The instructional programs and curriculum are adopted and supported by Duval County Public Schools. The district provides schools with Learning Guides that are written by teachers and district specialists and are fully aligned to Florida Standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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 levels meet biweekly to review data and use the Collaborative Problem Solving Model to create MTSS/RTI intervention plans for the students who are not responding to core instruction. An additional 30 minutes of reading instruction is scheduled during the ELA block to provide intensive support for students who are below proficiency based on district required assessments, iReady Reading & Math, Curriculum Guide Assessments for grades 2-5 grade, and DAR. Reading and math instruction is differentiated based on individual learning needs. In addition, teachers use differentiated data driven centers to provide additional practice. Student goals are frequently assessed using formative assessments and district assessments are given quarterly.

Students who have IEPs are given the appropriate accommodations and modifications based on their individual plans such as: giving the student extra time to complete assignments or tests, breaking up testing over several days working in a small group or working one-on-one with the classroom or VE ESE teacher.

The Barton Reading & Spelling System a one-on-one tutoring system will be used by the Reading Interventionist for the lowest students to provide intensive support in spelling, reading, and writing skills for students who struggle or have been identified with a learning disability; 63 students have been identified.

The school ensures every teacher contributes to literacy improvement of every student by:

• Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
• Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
• Scheduling 150 minutes of reading instruction/ ELA
• Providing an extended learning hour, during this hour teachers provide explicit reading instruction
• Using Intensive instruction based on student needs during RTI
• Providing Instruction that is aligned with the Language Arts Florida Standards for their grade level
• Using classroom resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based reading levels
•Students receiving push-in/pull out services for ESE
•Providing LLI (Leveled Literacy Intervention) instruction in K-2
•Providing Process and Strategy charts for reminders of teaching

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: 10,800

Extended Learning Day
Grades K, 1, 2 - This program is designed to provide differentiated intensive reading support to help students achieve grade-level competency. All teachers (with the exception of two beginning teachers) have been trained and have the curriculum in their classrooms. Leveled Literacy Intervention System (30 Minutes.) K - focus on phonemic awareness, phonics, recognizing a set of high frequency sight words, vocabulary, oral language development. 1st -2nd grades – focus on phonics/word analysis, fluency, vocabulary, reading comprehension. Grades 2 - SRA Corrective Reading (Decoding 30 Minutes). To provide intensive support in decoding with individual placement and careful progression of skill development through direct instruction.

Grades 3-5 - Teachers will use the Blended learning including Achieve 3000, Phonics to Reading, and SRA Corrective Reading. The phonics instruction will be used to help students construct the meaning of text. This program uses strategic reading within a gradual release framework. The Toolkit focuses on reading, writing, talking, listening, and investigating, to deepen understanding of nonfiction texts. With a focus on strategic thinking, the lessons provide a foundation for developing independent readers and learners. Based on the 2015 data 93% of our third graders who are now fourth graders performed below level on nonfiction text and 89% of our fourth graders, now fifth graders, scored below standard. This program is designed to help kids negotiate informational text, to think about what they are reading, and to hold that thinking so that they understand, remember, and use it. Teachers have the materials and the majority of the teachers have been trained.

In addition, the Common Core standards have been aligned with each lesson.

Strategy Rationale

18% of our students are proficient in reading, therefore; students need additional support in reading to work on mechanics of reading and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Polydore, Lawanda, polydorel@duvalschools.org

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

K-2 teachers will track reading completing running records to monitor reading level advancement. As well, as mini assessments to check for progress in phonics, phonemic awareness, and sight word recognition.

3-5 teachers will give mini assessments for each toolkit lesson that is aligned with the benchmark being taught.

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.

Saint Clair Evans Academy has one VPK unit with 20 students with one teacher, and one highly qualified paraprofessional. The VPK classes are part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school.

Saint Clair allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. The VPK teacher and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

There are approximately 58 Kindergarten students at SCEA. Twenty percent of them attended the Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the VPK program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a VPK program arrive below grade level, sometimes as much as one to two years.

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.

1. Student proficiency in academic subjects were below the targeted goals.
2. Based on the Unearned Applicable Points by Students Growth Chart and further analysis of the data dictates targeting the bottom quartile in reading. The comparable group in math made marginal gains.

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.

1. Implementation of reading and math curriculum: adequate teacher training, follow-up and differentiation for subgroups.
2. Inadequate human capital to implement strategic and consistent intensive support targeting the bottom quartile in reading and math.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   If teachers engage in common planning to implement lesson plans that focus on standards analysis and the differentiated needs of students, then student achievement will increase in all core academic subjects.

G2.   If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced.

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 teachers engage in common planning to implement lesson plans that focus on standards analysis and the differentiated needs of students, then student achievement will increase in all core academic subjects. 1a

🔑 G084204

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge and experience with the implementation of the Duval Reading, Math and Expeditionary Learning instructional framework

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1.Curriculum Guides with Embedded Module Assessments 2. PLC Meetings 3. i-Ready (K-2, identified 3-5) 4. Ready Florida LAFS 5. Reading/Math Coach (School Site and District) 6. Common Planning 7.Team Up 8. Achieve 3000 9. DAR/TTS 10. Reading Interventionists 11.Teacher Academy 12. Barton Reading and Spelling Systems 13. Duval Math/Reads Curriculum Resources 14. Highly Qualified Teachers 15. Professional Development including Early Release Day Trainings 16. Gizmos 17. iReady FSA Toolbox 18. Flocabulary 19. Science District Coach 20. FCRR.org

Plan to Monitor Progress Toward G1. 8

This goal will be progress monitored by using data from i-Ready growth monitoring reports, performance tasks, interactive journal entries, topic and standard assessments, module assessments, monthly Achieve 3000 reports, teacher created assessments, student work, DAR and running records.

Person Responsible
Lawanda Polydore

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
data, student work, CAST observations, student feedback

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced. `1a`

🔍 G084205

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	250.0

Targeted Barriers to Achieving the Goal `3`

- Lack of appropriate student social emotional strategies

- Lack of consistent implementation of strategies defined and described in the school's PBIS plan

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

- 1. PBIS plan 2. School-wide common area rituals and routines lesson plans 3. CHAMPS resource materials and professional reading 4. Tough Kid Toolbox 5. District/school level professional development 6. Full service school resources 7. Guidance counselor/small group for social skills training 8. Behavior Support 10. HERO incentive program 11. Collaborative Problem Solving Teams 12. Community Mentors 13. Morning Meeting dedicated time

Plan to Monitor Progress Toward G2. `8`

PBIS Team will analyze disciplinary data, HERO reports and school wide CHAMPS implemenatation

Person Responsible

Delbra Walthour-Easton

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

HERO reports, disciplinary data from FOCUS reports, notes/feedback from classroom observations/walk-throughs

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 teachers engage in common planning to implement lesson plans that focus on standards analysis and the differentiated needs of students, then student achievement will increase in all core academic subjects. [1]

🔑 G084204

G1.B1 Teachers' lack of knowledge and experience with the implementation of the Duval Reading, Math and Expeditionary Learning instructional framework [2]

🔑 B223749

G1.B1.S1 Common planning with instructional coaches and district specialists [4]

🔑 S236079

Strategy Rationale

To unpack standards as well as support teachers with implementation of the new curriculum and framework

Action Step 1 [5]

Lesson study utilizing "All Hands on Deck" book with leadership/coaches.

Person Responsible

Lawanda Polydore

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Leadership meeting minutes, observations of coaches

Action Step 2 [5]

Dedicated time weekly with a specific agenda for teachers during Common planning.

Person Responsible

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Common planning agenda/minutes, lesson plans, classroom walkthroughs

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

Review Collection of meeting forms, lesson plans, academic coach meetings

Person Responsible

Lawanda Polydore

Schedule

Weekly, from 10/29/2015 to 6/10/2016

Evidence of Completion

Meeting forms, lesson plans, minutes from coaching meetings, student work

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

Teacher reflections, student data, surveys

Person Responsible

Natalya Richie

Schedule

Weekly, from 10/30/2015 to 6/10/2016

Evidence of Completion

post observations, data chats, survey results

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced. `1`

🔑 G084205

G2.B1 Lack of appropriate student social emotional strategies `2`

🔑 B223754

G2.B1.S1 Provide tiered school-based support for social and emotional skills that are critical for being a good student and citizen. `4`

🔑 S236084

Strategy Rationale

Many chronic and long term at-risk behavaiors can be prevented or reduced when integrated efforts are used to develop students social and emotional skills through effective classroom instruction, student engagement, and positive activities and parent involvement.

Action Step 1 `5`

Implement a check-in check-out system

Person Responsible

Orlando Smith

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Decrease in students disciplinary actions.

Action Step 2 `5`

School-wide implementation of Morning Meeting

Person Responsible

Biannca Hill

Schedule

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

Evidence of Completion

Observation

Action Step 3 `5`

Full Services Schools Therapist

Person Responsible

Orlando Smith

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Referrals for therapist services, calendar of services

Action Step 4 `5`

SEL Group Support Sessions

Person Responsible

Orlando Smith

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Decrease behavior referrals

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

Behavior infractions monitoring

Person Responsible

Delbra Walthour-Easton

Schedule

Monthly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Focus discipline data

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

Teachers will teach Learning For Life curriculum.

Person Responsible

Biannca Hill

Schedule

Biweekly, from 9/19/2016 to 9/19/2016

Evidence of Completion

Evidence will be in teachers lesson plans.

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

Lesson plans will be monitored

Person Responsible

Lawanda Polydore

Schedule

Monthly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Lesson plans with LFL

G2.B2 Lack of consistent implementation of strategies defined and described in the school's PBIS plan 2

🔑 B223755

G2.B2.S1 All teachers will be trained in effective classroom management strategies (this includes but is not limited to the implementation of CHAMPS). Implementation will be monitored. 4

🔑 S236085

Strategy Rationale

CHAMPS is a research based, district required tier 1 positive approach to classroom management. Interventions will be implemented as needed for tier 2 and tier 3 supports (early stage and chronic misbehaviors).

Action Step 1 5

Teachers who need training and/or refresher in CHAMPS will attend a school based or district level training.

Person Responsible

Lawanda Polydore

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, CAST observations, informal and formal observations, focus walks

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

Classrooms will be monitored via daily walk-throughs, Additional observations will occur based on teacher need for feedback and support.

Person Responsible

Lawanda Polydore

Schedule

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

Evidence of Completion

Lesson Plans, Agendas, Observational Data, CAST Evalutions, Classroom Artifacts

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

Classroom Walk-Throughs, Classroom Observations, Hero Reports, School Discipline Referrals

Person Responsible

Delbra Walthour-Easton

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

focus walk data, and feedback forms, Focus Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M310161	Teacher reflections, student data, surveys	Richie, Natalya	10/30/2015	post observations, data chats, survey results	6/10/2016 weekly
G1.B1.S1.MA1 M310162	Review Collection of meeting forms, lesson plans, academic coach meetings	Polydore, Lawanda	10/29/2015	Meeting forms, lesson plans, minutes from coaching meetings, student work	6/10/2016 weekly
G2.B1.S1.MA1 M310170	Teachers will teach Learning For Life curriculum.	Hill, Biannca	9/19/2016	Evidence will be in teachers lesson plans.	9/19/2016 biweekly
G1.MA1 M310169	This goal will be progress monitored by using data from i-Ready growth monitoring reports,...	Polydore, Lawanda	8/15/2016	data, student work, CAST observations, student feedback	5/26/2017 monthly
G2.MA1 M310177	PBIS Team will analyze disciplinary data, HERO reports and school wide CHAMPS implemenatation	Walthour-Easton, Delbra	8/15/2016	HERO reports, disciplinary data from FOCUS reports, notes/feedback from classroom observations/walk-throughs	5/26/2017 monthly
G2.B1.S1.A3 A304535	Full Services Schools Therapist	Smith, Orlando	8/15/2016	Referrals for therapist services, calendar of services	5/26/2017 daily
G2.B1.S1.A4 A304536	SEL Group Support Sessions	Smith, Orlando	8/22/2016	Decrease behavior referrals	5/26/2017 weekly
G2.B2.S1.MA1 M310173	Classroom Walk-Throughs, Classroom Observations, Hero Reports, School Discipline Referrals	Walthour-Easton, Delbra	8/15/2016	focus walk data, and feedback forms, Focus Reports	5/26/2017 monthly
G2.B1.S1.MA3 M310171	Lesson plans will be monitored	Polydore, Lawanda	9/26/2016	Lesson plans with LFL	6/1/2017 monthly
G2.B1.S1.MA1 M310172	Behavior infractions monitoring	Walthour-Easton, Delbra	9/19/2016	Focus discipline data	6/1/2017 monthly
G1.B1.S1.A1 A304523	Lesson study utilizing "All Hands on Deck" book with leadership/coaches.	Polydore, Lawanda	8/8/2016	Leadership meeting minutes, observations of coaches	6/2/2017 biweekly
G1.B1.S1.A2 A304524	Dedicated time weekly with a specific agenda for teachers during Common planning.		8/8/2016	Common planning agenda/minutes, lesson plans, classroom walkthroughs	6/2/2017 weekly
G2.B1.S1.A1 A304533	Implement a check-in check-out system	Smith, Orlando	8/22/2016	Decrease in students disciplinary actions.	6/2/2017 daily
G2.B1.S1.A2 A304534	School-wide implementation of Morning Meeting	Hill, Biannca	8/15/2016	Observation	6/2/2017 daily
G2.B2.S1.MA1 M310174	Classrooms will be monitored via daily walk-throughs, Additional observations will occur based on...	Polydore, Lawanda	8/15/2016	Lesson Plans, Agendas, Observational Data, CAST Evalutions, Classroom Artifacts	6/2/2017 weekly
G2.B2.S1.A1 A304537	Teachers who need training and/or refresher in CHAMPS will attend a school based or district level...	Polydore, Lawanda	8/10/2016	Lesson plans, CAST observations, informal and formal observations, focus walks	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 teachers engage in common planning to implement lesson plans that focus on standards analysis and the differentiated needs of students, then student achievement will increase in all core academic subjects.

G1.B1 Teachers' lack of knowledge and experience with the implementation of the Duval Reading, Math and Expeditionary Learning instructional framework

G1.B1.S1 Common planning with instructional coaches and district specialists

PD Opportunity 1

Dedicated time weekly with a specific agenda for teachers during Common planning.

Facilitator

Assistant Principal and Academic Coach(es)

Participants

Teachers

Schedule

Weekly, from 8/8/2016 to 6/2/2017

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced.

G2.B2 Lack of consistent implementation of strategies defined and described in the school's PBIS plan

G2.B2.S1 All teachers will be trained in effective classroom management strategies (this includes but is not limited to the implementation of CHAMPS). Implementation will be monitored.

PD Opportunity 1

Teachers who need training and/or refresher in CHAMPS will attend a school based or district level training.

Facilitator

School-Based CHAMPS and/or District Specialist

Participants

K-5 Teachers

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Lesson study utilizing "All Hands on Deck" book with leadership/coaches.	$0.00
2	G1.B1.S1.A2	Dedicated time weekly with a specific agenda for teachers during Common planning.	$0.00
3	G2.B1.S1.A1	Implement a check-in check-out system	$0.00
4	G2.B1.S1.A2	School-wide implementation of Morning Meeting	$0.00
5	G2.B1.S1.A3	Full Services Schools Therapist	$0.00
6	G2.B1.S1.A4	SEL Group Support Sessions	$0.00
7	G2.B2.S1.A1	Teachers who need training and/or refresher in CHAMPS will attend a school based or district level training.	$0.00
		Total:	$0.00