

Annie R. Morgan Elementary School



2016-17 Schoolwide Improvement Plan

Annie R. Morgan Elementary School

964 SAINT CLAIR ST, Jacksonville, FL 32254

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

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	93%

School Grades History

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

**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 Annie R. Morgan 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.

The faculty and staff of Annie R. Morgan Elementary School will prepare and deliver strategic learning opportunities that promote academic and social success.

b. Provide the school's vision statement.

The vision of Annie R. Morgan Elementary School is to provide quality educational experiences to all students.

2. School Environment

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

This year's theme is "Around the World in 180 Days". Each grade level has been asked to select a continent to focus on throughout the course of the school year. We will facilitate monthly multicultural activities to promote an environment of exposure to different cultures. In addition, teachers are required to conduct a Multiple Intelligence/Interest Survey at the beginning of the school year or upon a new student's arrival in their class. The results are used to design lessons and activities that appeal to every student's learning modality and/or interest. The school will host Multicultural Day in the spring.

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

Faculty and Staff Members are assigned to supervise arrival and dismissal procedures. Students are supervised during every activity throughout the school day, including transitions to lunch and resource. Teachers are required to host Class Meetings for approximately 5 to 7 minutes daily. These meetings are designed to address any social or disciplinary issues that may arise in the classroom or among students. HERO, Foundations, and CHAMPS are used school-wide to promote safety and civility.

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.

A school-wide Discipline Plan has been established. Teachers received training during preplanning. A brief overview is listed below.

School Rules:

As students of Annie R. Morgan Elementary School, we will:

- Treat others as we would like to be treated.
- Show respect for ourselves and others.
- Keep your hands, feet, and objects to ourselves.
- Use appropriate language.
- Work hard and always do our best.
- Listen and follow directions the first time they are given.

Guidelines for Success:

As students of Annie R. Morgan Elementary School, we will:

- Practice good manners
- Respect ourselves and others
- Opt to be scholarly
- Work hard
- Lead with pride

Behavior Chart: (A behavior chart is posted in every classroom)

- Gold-Bobcat
- Silver-Excellent Day
- Bronze-Good Day
- Green-Ready to Learn
- Yellow-Make Better Choices
- Orange-Loss of Privilege
- Red-Parent Contact

Students should start on green daily and earn the bronze, silver, or gold designation. Should a student's behavior warrant movement toward the yellow, orange, or red colors, they should be able to move back towards gold once student's behavior has warranted that placement. Students should receive a conduct grade every day written in their agenda as a part of the communication between parents and teachers.

Suggestions for Improving Student Behavior:

1. Establish and maintain rituals and routines.
2. Look for patterns of underlying causes or events preceding the behavior.
3. Maintain a positive classroom management system.
4. Be consistent with rewards and consequences.
5. Sarcasm is never acceptable, respect earns respect.
6. Address inappropriate behavior without humiliating the student.
7. Make multiple attempts to contact parents.

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.

Character Counts is used to promote character education through the Book of the Month Campaign. Students who have displayed the designated character trait throughout the month will be invited to attend a special luncheon with the principal. Restorative Justice is used to assist students with assimilating back into the classroom after certain consequences have been assigned. The School Counselor will facilitate peer mediation with groups of students if deemed necessary. Individual counseling is available if requested by a parent, teacher, student, or administrator.

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.

NA

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	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	0	

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

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

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 process of building and sustaining partnerships with the local community will be facilitated primarily through the administration, PTA, and SAC. PTA and SAC meetings will be held monthly. A representative from Full Service Schools currently serves on SAC. The Boys and Girls Club of Northeast Florida currently provides after school programs through Team Up.

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
Streater, Lashawn	Principal
Graham, Wayman	Assistant Principal
Shako, Sherell	Instructional Coach
Johnson, Samai	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.

Principal: LaShawn Streater

Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the RtI process, conducts assessment of RtI skills of school faculty and 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.

Assistant Principal: Wayman Graham

Develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum, behavior, intervention, and assessment 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 considered to be 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.

RtI Facilitator: Kimberlae Williams

Acts as a liaison for RtI Implementation at the school level. Facilitates school based RtI Committee Meetings. Participates in and collaborates with teachers on student data collection techniques and intervention resources and design, integrates core instructional activities and materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching or modeling.

School Counselor: Kimberlae Williams

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works with school social workers to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Gloria Lockley

Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Facilitates data-based decision making activities.

Speech Language Pathologist: Harini Aravamudhan

Educates the team on the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills. Collaborates with general

education and ESE teachers in the development of language based intervention plans and delivery of language interventions.

ESE Teachers: Padrica Mendez and Brittany Hendrickson

Participates in student data collection, integrates core instructional activities and standards into Tier 2 and Tier 3 instruction, collaborates with general education teachers through such activities as co-teaching, one-on-one assistance, modeling, or small group instruction.

General Education Teachers: Grade Level Representatives

Provides information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction.

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 Rtl Committee uses the Rtl Problem-Solving Process to determine which barriers could possibly hinder students from attaining the knowledge needed to master grade-level tasks and assessments. After identifying the barriers, the school-based Rtl Committee determines the strategies that would be implemented to overcome those barriers as well as the process used to determine whether or not the strategies were effective and how students responded to the strategies. The Rtl Committee, as well as the Leadership Team, meets monthly to review the impact of implementation. Funding from Title I, Part A is allocated to provide after school support to students requiring additional remediation. Title I, Part A Funds are also used to fund the following: Reading Interventionist, Part-Time Tutor, and supplemental materials. Field trips are funded using these funds as well. Annie R. Morgan Elementary School receives supplemental funds for improving student performance through the purchase of instructional materials and providing professional development. Funding from SAI is allocated to provide remediation to struggling students. Annie R. Morgan Elementary School offers Anti-Bullying Programs to students that incorporates field trips, community service, and counseling. The school's curriculum covers Safe School Preparedness and Mitigation (Emergency Management Training), Foundations, C.H.A.M.P.S, Second Step, Character Education, Red Ribbon Week Program, Speak Up Be Safe, as well as Early Warning Signs Training. Annie R. Morgan Elementary School participates in the Free Breakfast in the Classroom (BIC Program), Free Lunch Program, and the Fresh Fruit and Vegetables Program. Annie R. Morgan Elementary School currently offers a Voluntary Pre-Kindergarten Program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yolanda Brown	Parent
Michael Willis	Business/Community
LaShawn Streater	Principal

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

Last year's school improvement plan was reviewed during the first SAC meeting for the 2016-2017 school year.

b. Development of this school improvement plan

School performance data from the spring 2016 administration of the FSA was reviewed during the opening meeting. SAC members provided feedback. Members asked specific questions about academic programs that are available to reading instruction school-wide, the new state assessment, and professional development for teachers.

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

The school's annual budget was prepared through the Shared Decision Making Committee.

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

School improvement funds were not used last school year.

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
Graham, Wayman	Assistant Principal
Johnson, Samai	Instructional Coach

b. Duties

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

The LLT meets monthly to review the implementation of our comprehensive school-wide reading plan as aligned with school and district reading goals. The meetings consist of discussions about the expectations of what students should learn in reading and writing across grade levels. The meetings will also focus on how to monitor reading data. Classroom observations and focus walks will be conducted by the administration to determine if reading and writing are being taught with fidelity. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom.

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.

Teachers are provided with 45 minutes of structured common planning time every week. Vertical planning will be conducted during Early Release Day Trainings.

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

1. Annie R. Morgan Elementary School follows the district's recruiting guidelines.
2. Teachers are given an opportunity to discuss student data in order to identify implications for instruction and to analyze student work.
3. Teachers are encouraged to attend workshops at the district level and during Early Release Trainings.
4. Teachers in need of assistance are identified through performance evaluations, focus walks, and data indicating low performance.
5. New teachers will meet regularly with the Principal, Assistant Principal, Instructional Coaches, and the PDF.
6. New teachers or teachers new to grade levels will be partnered with veteran staff members or mentors.
7. Establish interview teams to screen potential candidates.
8. Monthly meetings scheduled for new teachers.
9. Complete District Level New Teacher Induction Training and Programs.

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

Mentors are assigned to new teachers, teachers who are new to our school, or teachers who are new to a grade level and/or subject area. Mentees are paired with individuals who have demonstrated effective classroom teaching as determined by student achievement, summative evaluations, and principal observation. This year's pairings are listed below:

Anna Morgan/Jocelyn Coney - 4th Grade (Morgan is a new teacher)
Kedra White/Charlyne Blunt - Kindergarten (White is a new teacher)
Jessie Cardey/Sherell Shak0 - 3rd Grade (Cardey is a new teacher)

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator

Accomplished Practices

- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- other activities that are specific to your school...

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning

- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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.

Teachers participate in weekly common planning. The Curriculum Guides, the Florida Standards, and Test Item Specifications are used to design lessons. Data is used to design lessons and create differentiated instruction.

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.

During pre-planning week, teachers were provided with a data summary sheet for each of their assigned students' from the previous year, including state/district/school-based testing (i.e. FSA scale score/achievement level, iReady Reading & Math scale score/placement level, DAR results, Achieve 3000 Lexile levels), academic/conduct grades, and summer school information (if applicable). The receipt of the previous year's data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. Baseline, Achieve 3000, DAR, iReady Math/Reading diagnostic results), teachers, coaches, and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form students groups who will be serviced by interventionists, paraprofessionals or tutors in the area of Reading and Math. Analysis of multiple data sources is conducted during collaborative planning sessions (PLCs/GLPs) and used as the basis for designing lesson plans to meet the needs of students functioning at various levels of skill development (below level, on level, above level). In addition to summative assessments, teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings. Rtl and data-based center rotations in Reading and Math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level quarter progress reports in Reading or Math content. As additional assessments are administered (i.e. end-of-unit tests, quizzes, running records), teachers utilize this data to evaluate the students' response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time. Teachers, coaches, and administration are consistently reviewing academic data to provide our students with the best opportunities to be successful.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,800

Teachers provide additional reading and math instruction.

Strategy Rationale

This strategy was used during the 2015-2016 school year and it was highly successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Streater, Lashawn, flynn1@duvalschools.org

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

Data collected from these programs are reflective on quarterly school-wide monitoring forms as safety nets for struggling students. Students that are enrolled in safety nets growth is compared and analyzed for growth as well as area(s) needing more support.

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.

Annie R. Morgan Elementary School offers opportunities for Pre-Kindergarten students to visit the school in the spring. Kindergarten readiness will be determined based on student performance as indicated by the McCraw/Hill and McMillian and Nemour's Bright Start Assessment. In addition, parents are provided with activities and resources to assist their child(ren) at home. For students who do not attend a district Title I Pre-Kindergarten program, a series of academic readiness assessments are given within twenty (20) days of enrollment in kindergarten. The FLKRS diagnostic assessments address areas of academic readiness and provide kindergarten teachers with detailed information concerning the strengths and weaknesses of each child. The information is then used to differentiate instruction accordingly.

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.

The School Counselor provides career education.

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

NA

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

NA

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.

NA

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 we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase on the 2016-20167 administration of the Florida Standards Assessment.
- G2.** If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase on the 2016-2017 administration of the Florida Standards Assessment.

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 we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase on the 2016-20167 administration of the Florida Standards Assessment. 1a

G084219

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- Teachers need more support with differentiating reading instruction
- Students lack strategies needed to understand complex text
- Students lack ability to transfer knowledge of skills and strategies to assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach Reading Interventionist I-Ready Reading Achieve 3000 DAR Guided Reading Gradual Release Model Collaborative Planning Lesson Study Novel Studies District Specialist

Plan to Monitor Progress Toward G1. 8

Data from I-Ready Reading, Achieve 3000, and Interactive Journals showing student growth in reading.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Comparing data from the I-Ready Reading Student Growth Report and Achieve 3000 Level Sets to monthly changes in student's Lexile score.

G2. If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase on the 2016-2017 administration of the Florida Standards Assessment. **1a**

 G084220

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal **3**

- Transition from NGSSS to the Florida Standards
- Insufficient data-based queries for assessment with our new Florida Standards Assessment

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

- -Administrative Support -District Math Specialist Support -Instructional Coach Support - Classroom Teacher's Support -ESE Support -Curriculum Guides -i-Ready -MI -MMCA - Professional Development -PLCs -Lesson Study -Common Planning -Interactive Math Journals - Instructional Delivery of GRRM

Plan to Monitor Progress Toward G2. **8**

All K-5 math teachers' data via Performance Matters will be analyzed for progress towards target. All K-5 math teachers will use i-Ready data to drive instruction during Center Activities.

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

-All K-5 classroom teachers will plan effective & rigorous math lessons using the Florida Standards monitored during classroom observations -Implement Gradual Release Responsibility Model with fidelity via classroom visits -Utilize I-Ready during Center Activities -Utilize MI (Math Investigations) -Use Performance Matters to analyze data - Analyze I-Ready Scales Scores to determine growth -Vertical Collaboration between grade levels -Use CGAs & i-Ready data to guide instruction -Participate in Professional Development -Participate in Book Studies "Navigating through Algebra in Grades 3-5" -Participate in Book Studies " Navigating through Numbers in Operations PreK-2" -Participate in Data Chats -Attend Common Planning -Visit Model Math Classrooms -Utilize Instructional Coach & District Specialist -Utilize Item Specifications to develop well-designed Assessment tools -Create Performance Tasks & Rubrics aligned with the Florida Standards

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 we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase on the 2016-20167 administration of the Florida Standards Assessment. **1**

 **G084219**

G1.B1 Teachers need more support with differentiating reading instruction **2**

 **B223789**

G1.B1.S1 Through Professional Development gained in Common Planning and Lesson Study, teachers will gain proficiency in planning differentiated reading instruction and learning activities for their students.

4

 **S236129**

Strategy Rationale

Teachers need to become aware of strategies that may be used to differentiate instruction.

Action Step 1 **5**

ELA 3-5 Common Planning and Professional Development.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Common Planning Agendas and Lesson Study Plans Teacher Observations by administration

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

Observations in classrooms of center rotations and small group instruction.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Evidence of implementation can be seen in differentiated center activities as well as small group instruction.

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

Implementation will be monitored through I-Ready Reading Data and Achieve 3000 Data

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Data will be collected from I-Ready and Achieve 3000 to determine if students are gaining proficiency.

G1.B2 Students lack strategies needed to understand complex text 2

 B223790

G1.B2.S1 Teachers participate in professional development that focuses on how to teach close reading of text using complex novels. 4

 S236130

Strategy Rationale

Teachers need to gain an understanding of how to facilitate close reading lessons in order to expose students to increasingly complex text.

Action Step 1 5

Teacher modeling close reading of complex text through novel studies.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Students interactive journals with tasks demonstrating the ability of the student to understand complex texts.

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

Students' interactive journals will be checked periodically.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Interactive Journals will be brought to common planning for feedback on student performance and rigor of learning demands.

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

Teachers will bring students' interactive journals to common planning to share.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Common Planning Agendas will document this is being done.

G1.B3 Students lack ability to transfer knowledge of skills and strategies to assessments. 2

 B223791

G1.B3.S1 Teachers will create reading questions which replicate how the students are asked to respond on the Florida Standards Assessment for each of the reading standards they teach. 4

 S236131

Strategy Rationale

Teachers need to expose students to questions that are similar to those that will be presented on the Florida Standards Assessment.

Action Step 1 5

Using the FSA Item Specs for their grade level, teachers will create open response, short answer and multiple choice text dependent questions during their ELA Common Planning period.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

-Lesson plans and samples of student work

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will include daily questions in the same format they are asked in the FSA Item Specs, as a part of their reading block.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

Items brought to common planning: Reading Questions Samples of Student work

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored through I-Ready and Achieve 3000.

Person Responsible

Lashawn Streater

Schedule

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

Evidence of Completion

I-Ready and Achieve 3000 data

G2. If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase on the 2016-2017 administration of the Florida Standards Assessment. 1

G084220

G2.B1 Transition from NGSSS to the Florida Standards 2

B223792

G2.B1.S1 All K-5 teachers need continual support in implementation of the Florida Standards. 4

S236132

Strategy Rationale

All K-5 math teachers need on-going support of knowledge with the Florida Standards.

Action Step 1 5

All K-5 teachers need a complete understanding of how to implement the Florida Standards with fidelity.

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

-Items Specifications -Common Core Flip Book (Guide that aids in assisting teachers with what students need to know and be able to do) -Common Planning -Lesson Plans

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

Classroom Observations

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

-Documentation of classroom visits

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

Monitor CGAs via Performance Matters & i-Ready

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

-Monitoring Forms

G2.B4 Insufficient data-based queries for assessment with our new Florida Standards Assessment 2

 B223795

G2.B4.S1 Utilize the District Math Specialist in creating performance tasks and assessments for all K-5 math teachers that align to the Florida Standards Assessment. 4

 S236133

Strategy Rationale

All K-5 teachers are teaching the Florida Standards and need sufficient samples and well designed assessment tools to implement the shifts needed for the Florida Standards Assessment.

Action Step 1 5

Collaborate with the District Math Specialist to identify well designed assessment tools needed to aid in student achievement.

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Conduct classroom observations and focus walks

Person Responsible

Sherell Shako

Schedule

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

Evidence of Completion

-Lesson Plans -Teacher-Made Assessments

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Conduct classroom observations

Person Responsible

Sherell Shako







Schedule

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







Evidence of Completion

-Collection of Teacher-Made Assessments -Student work samples -Interactive Math Journals

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  M310276	Observations in classrooms of center rotations and small group instruction.	Streater, Lashawn	8/24/2015	Evidence of implementation can be seen in differentiated center activities as well as small group instruction.	6/10/2016 weekly
G1.B2.S1.MA1  M310277	Teachers will bring students' interactive journals to common planning to share.	Streater, Lashawn	8/24/2015	Common Planning Agendas will document this is being done.	6/10/2016 weekly
G1.B2.S1.MA1  M310278	Students' interactive journals will be checked periodically.	Streater, Lashawn	8/24/2015	Interactive Journals will be brought to common planning for feedback on student performance and rigor of learning demands.	6/10/2016 weekly
G1.B3.S1.MA1  M310280	Teachers will include daily questions in the same format they are asked in the FSA Item Specs, as a...	Streater, Lashawn	8/24/2015	Items brought to common planning: Reading Questions Samples of Student work	6/10/2016 weekly
G2.B1.S1.MA1  M310282	Monitor CGAs via Performance Matters & i-Ready	Shako, Sherell	8/24/2015	-Monitoring Forms	6/10/2016 monthly
G1.MA1  M310281	Data from I-Ready Reading, Achieve 3000, and Interactive Journals showing student growth in...	Streater, Lashawn	8/15/2016	Comparing data from the I-Ready Reading Student Growth Report and Achieve 3000 Level Sets to monthly changes in student's Lexile score.	6/2/2017 monthly
G2.MA1  M310286	All K-5 math teachers' data via Performance Matters will be analyzed for progress towards target....	Shako, Sherell	8/15/2016	-All K-5 classroom teachers will plan effective & rigorous math lessons using the Florida Standards monitored during classroom observations -Implement Gradual Release Responsibility Model with fidelity via classroom visits -Utilize I-Ready during Center Activities -Utilize MI (Math Investigations) -Use Performance Matters to analyze data - Analyze I-Ready Scales Scores to determine growth -Vertical Collaboration between grade levels -Use CGAs & i-Ready data to guide instruction - Participate in Professional Development -Participate in Book Studies "Navigating through Algebra in Grades 3-5" - Participate in Book Studies " Navigating through Numbers in Operations PreK-2" -Participate in Data Chats -Attend Common Planning -Visit Model Math Classrooms -Utilize Instructional Coach & District Specialist -Utilize Item Specifications to develop well-designed Assessment tools -Create Performance Tasks & Rubrics aligned with the Florida Standards	6/2/2017 biweekly
G1.B1.S1.MA1  M310275	Implementation will be monitored through I-Ready Reading Data and Achieve 3000 Data	Streater, Lashawn	8/15/2016	Data will be collected from I-Ready and Achieve 3000 to determine if students are gaining proficiency.	6/2/2017 weekly
G1.B1.S1.A1  A304610	ELA 3-5 Common Planning and Professional Development.	Streater, Lashawn	8/15/2016	Common Planning Agendas and Lesson Study Plans Teacher Observations by administration	6/2/2017 monthly
G1.B2.S1.A1  A304611	Teacher modeling close reading of complex text through novel studies.	Streater, Lashawn	8/15/2016	Students interactive journals with tasks demonstrating the ability of the student to understand complex texts.	6/2/2017 monthly
G1.B3.S1.MA1  M310279	Effectiveness will be monitored through I-Ready and Achieve 3000.	Streater, Lashawn	8/15/2016	I-Ready and Achieve 3000 data	6/2/2017 weekly

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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.B3.S1.A1  A304612	Using the FSA Item Specs for their grade level, teachers will create open response, short answer...	Streater, Lashawn	8/15/2016	-Lesson plans and samples of student work	6/2/2017 daily
G2.B1.S1.MA1  M310283	Classroom Observations	Shako, Sherell	8/15/2016	-Documentation of classroom visits	6/2/2017 biweekly
G2.B1.S1.A1  A304613	All K-5 teachers need a complete understanding of how to implement the Florida Standards with...	Shako, Sherell	8/15/2016	-Items Specifications -Common Core Flip Book (Guide that aids in assisting teachers with what students need to know and be able to do) -Common Planning -Lesson Plans	6/2/2017 biweekly
G2.B4.S1.MA1  M310284	Conduct classroom observations	Shako, Sherell	8/15/2016	-Collection of Teacher-Made Assessments -Student work samples - Interactive Math Journals	6/2/2017 weekly
G2.B4.S1.MA1  M310285	Conduct classroom observations and focus walks	Shako, Sherell	8/15/2016	-Lesson Plans -Teacher-Made Assessments	6/2/2017 weekly
G2.B4.S1.A1  A304614	Collaborate with the District Math Specialist to identify well designed assessment tools needed to...	Shako, Sherell	8/15/2016		6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we implement Center Rotations and Small Groups effectively, then the percentage of 3rd-5th grade students meeting and exceeding reading proficiency will increase on the 2016-20167 administration of the Florida Standards Assessment.

G1.B1 Teachers need more support with differentiating reading instruction

G1.B1.S1 Through Professional Development gained in Common Planning and Lesson Study, teachers will gain proficiency in planning differentiated reading instruction and learning activities for their students.

PD Opportunity 1

ELA 3-5 Common Planning and Professional Development.

Facilitator

Samai Johnson Administration

Participants

3-5 ELA Teachers

Schedule

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

G1.B2 Students lack strategies needed to understand complex text

G1.B2.S1 Teachers participate in professional development that focuses on how to teach close reading of text using complex novels.

PD Opportunity 1

Teacher modeling close reading of complex text through novel studies.

Facilitator

Reading Coach

Participants

3-5 ELA Teachers

Schedule

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

G1.B3 Students lack ability to transfer knowledge of skills and strategies to assessments.

G1.B3.S1 Teachers will create reading questions which replicate how the students are asked to respond on the Florida Standards Assessment for each of the reading standards they teach.

PD Opportunity 1

Using the FSA Item Specs for their grade level, teachers will create open response, short answer and multiple choice text dependent questions during their ELA Common Planning period.

Facilitator

District Reading Specialist (3-5) Samai Johnson, School-Based Reading Coach

Participants

3-5 ELA Teachers

Schedule

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

G2. If we implement the 8 Mathematical Practices effectively, then the proficiency of 3rd-5th grade math students will increase on the 2016-2017 administration of the Florida Standards Assessment.

G2.B1 Transition from NGSSS to the Florida Standards

G2.B1.S1 All K-5 teachers need continual support in implementation of the Florida Standards.

PD Opportunity 1

All K-5 teachers need a complete understanding of how to implement the Florida Standards with fidelity.

Facilitator

-District Specialist -Instructional Specialist

Participants

-All Math Teachers -Administrative Support -District Specialist Support

Schedule

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

G2.B4 Insufficient data-based queries for assessment with our new Florida Standards Assessment

G2.B4.S1 Utilize the District Math Specialist in creating performance tasks and assessments for all K-5 math teachers that align to the Florida Standards Assessment.

PD Opportunity 1

Collaborate with the District Math Specialist to identify well designed assessment tools needed to aid in student achievement.

Facilitator

-District Math Specialist -Instructional Coach

Participants

-All K-5th Math Teachers -Administrative Support -ESE Teacher Support

Schedule

Monthly, from 8/15/2016 to 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	ELA 3-5 Common Planning and Professional Development.	\$0.00
2	G1.B2.S1.A1	Teacher modeling close reading of complex text through novel studies.	\$0.00
3	G1.B3.S1.A1	Using the FSA Item Specs for their grade level, teachers will create open response, short answer and multiple choice text dependent questions during their ELA Common Planning period.	\$0.00
4	G2.B1.S1.A1	All K-5 teachers need a complete understanding of how to implement the Florida Standards with fidelity.	\$0.00
5	G2.B4.S1.A1	Collaborate with the District Math Specialist to identify well designed assessment tools needed to aid in student achievement.	\$0.00
Total:			\$0.00