Andrew A. Robinson Elementary School

2016-17 Schoolwide Improvement Plan

Andrew A. Robinson Elementary School

101 W 12TH ST, Jacksonville, FL 32206

http://www.duvalschools.org/are

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	97%

School Grades History

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

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Andrew A. Robinson 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.

At Andrew Robinson Elementary our mission is to foster a community working together where learning takes priority and students thrive for high achievement in the STEM model.

Focus: At Andrew Robinson, our priority is to develop independent thinkers and learners.
Our School Goals are to:
1. create a safe and civil environment,
2. use data to drive instruction, and
3. actively participate in job-embedded professional development.

b. Provide the school's vision statement.

At Andrew Robinson Elementary, our vision is for all children to become lifelong learners, motivated to reach their goals and inspired to fulfill their dreams.

2. School Environment

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

Andrew Robinson hosts a variety of field experiences for students and opportunities for parents to engage in the educational activities that build the home-school connection. We provide experiences that foster positive interactions between stakeholders and the surrounding community. Parent and student survey data is used to help keep a pulse on the climate and culture at the school. At Robinson, we engage stakeholders in collaborative conversations using the Atlas protocol (created by NSRF) to ensure a deeper understanding of the data. During this process, we identify the facts by asking what does the data say. We seek causation or roots causes by addressing what the data suggest. Finally, we determine next steps by identifying our implications for practice. During this phase, we clearly define what it looks like, feels like, and sounds like in the school. Through observation and feedback, we monitor the implementation of the next steps.

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

Andrew Robinson utilizes the Safe School Plan to clearly define expectations for civility and order in the building. The primary purpose is to provide a safe and secure environment for stakeholders in the educational setting. The plan is implemented and reviewed frequently by the Foundations/PBIS Team to refine school-wide rituals and routines to meet the needs of the school. Throughout the year, several drills (fire, code red, weather, evacuation, etc...) are executed to ensure faculty, staff and students know what to do in case of an emergency. See the school's Safety Plan for more information.

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.

One of the school's goals is to create a safe and civil learning environment. An integral part of that goal was to create a positive behavior management system that specifically defines expectations for discipline, classroom management of student behavior, and incentives and awards. At Andrew Robinson, we have created and are implementing a school-wide discipline plan with the primary focus to decrease the number of referrals and suspensions throughout the year. A key part of the plan is implementing HERO. HERO is a program with the purpose of providing incentives for positive interactions and behaviors in school. Teachers implement and carry out the plan while administrations and the behavior interventionist monitor and follow-up. Throughout the year, students will participate in monthly school assemblies to review adherence to disciplinary policies and procedures. The school has dedicated time embedded in the master schedules to teach social skills using the Second Step curriculum.

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.

Andrew Robinson is a full-service school that provides a broad range of services addressing the needs of all students. Social Skill lessons are implemented in the classroom daily. Additionally, students participate in bi-weekly guidance lessons with the sole purpose of building self-esteem, fostering positive attitudes and behaviors, and creating appropriate interactions among peers at school and in the community.

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.

At Andrew Robinson, we work as a collaborative team to address concerns that may prevent students from reaching their true potential and experiencing academic success. The early warning indicators that we address, but are not limited to:
1. Truancy - Attendance tracking and contracts for students flagged by truancy. Monthly AIT Meetings (Attendance Intervention Team)
2. Discipline - Disciplinary tracking of referrals, OSS, and ISS. Significant concerns addressed during monthly RtI Problem-Solving Team meetings. Also, preventative measures such as utilization of the HERO program, and restorative justice conferences.
3. Promotion/Retention Course Failure in Language/Math - Quarterly retention/prevention meetings and significant concerns addressed during monthly RtI Problem-Solving Team meetings.
4. Data Chats - Quarterly data chats, data trackers implemented to monitor the progress of the students, small group for BQ students using full and part-time interventionist
5. Level one students - utilization of tier 2 and tier 3 intervention. Small group push-ins by leadership teams to assist in tracking and support.

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	13	6	4	5	4	4	0	0	0	0	0	0	0	36
One or more suspensions	22	70	50	144	114	87	0	0	0	0	0	0	0	487
Course failure in ELA or Math	11	6	4	1	2	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	18	65	28	0	0	0	0	0	0	0	111

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	25	50	29	103	75	53	0	0	0	0	0	0	0	335

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

Intervention strategies employed by the school to improve academic performance include:
1. Response To Intervention (RTI),
2. Attendance Intervention Team (AIT),
3. Behavior Interventionist Support
4. Multi-disciplinary Referral Team (MRT) recommendations for psycho-educational evaluations
5. Reading Extended Hour
6. Full-Service School Support
7. Utilization of HERO behavior tracking system
8. Full and Part-time Interventionist Support in Reading and Math
9. Push-In Support (Twice a week from the Resource Teachers and Administration)

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

Yes

1. PIP Link

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

2. Description

The mission of Andrew Robinson Parental Involvement Plan is to provide ongoing and meaningful opportunities for parents to take a more active role in their child's education. Throughout the year, several activities have been planned to increase the number of students participating and/or volunteering in the school. See the school's Parental Involvement Plan for more information.

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.

Andrew Robinson hosts a variety events throughout the year to build positive relationships with families and the community. Ready to Learn is one of the monthly parent workshops co-hosted with PBS to help increase literacy skills in young learners. Additionally, parents are encouraged to participate in the district's Parent Academy. Advertisements for the appear on the parent information board in the main lobby of the school and a link on the website. Workshop flyers go home in the Tuesday communication folder.The school participates in the Million Father March to provide opportunities for fathers or important male figures to bond with their children on the first day and sign them up to participate in future volunteer experiences throughout the year. Quarterly student achievement assemblies and monthly student of the month celebrations provides opportunities for families to participate in recognizing student success.

Additionally, the school's Real Men Wear P.I.N.K. (Participating in Nurturing Knowledge) is a mentoring program for male students who have absent fathers at home. Andrew Robinson also partners with faith-based partners such as Mt. Sinai Baptist Church, who mentor and tutor students.

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
Fann, Latrese	Principal
Foxworth, Raquel	Assistant Principal
Brewster, Willie	Administrative Support
McDaniel, Gabriel	School Counselor
Cummings, Tyra	Dean
Stanley, Kim	Instructional Coach
Witherspoon, Dannette	Teacher, K-12
Westcott, Aunekia	Teacher, K-12
Levesque, Erica	Teacher, ESE

b. Duties

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

The members of the the leadership team are responsible for carrying out the mission and vision of the school. The team meets weekly to review student achievement data, curriculum map, analyze student work, align instructional resources and standards, conduct observations and provide feedback. The school-based leadership team collaborate, model and train teachers to consistently develop teachers. The leadership team helps in the development of strategies to address the barriers listed in the SIP. The leadership team works collaboratively in progress monitoring student performance and determining next steps in advancing academic achievement. Additionally, the team uses data to determine topics for professional growth and facilitate the trainings.

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.

Leadership in collaboration with school committees work to meet the needs of the students and increase academic success. Each committee has a specific purpose and meets monthly with teachers from each grade level and an administrator.

1. Leadership Team - Administrators, Coaches, Guidance, Interventionist
2. RtI Problem-Solving Team - Guidance, Teachers, VE Teachers, Administrator, Interventionist - It meets minimum once per month to discuss the implementation of the RtI process at the school. The team analyzes the scheduling, materials, and progress monitoring process of RtI for the school. The

team develops and revises the school RtI handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The RtI problem solving team to provide professional development for teachers regarding the fidelity of the implantation of RtI. Progress monitoring forms and frequency charts are developed through the MTSS leadership team as well as RtI implementation plans.
3. Foundations/PBIS Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Review and Revise the Safe Schools Plan and the PBIS Plan
4. Shared Decision Making Team - Administrators, Coaches, Guidance, Interventionist, Teachers, DTU Rep. - Provide input for budget and help make school-based decisions according to the contract
5. School Spirit Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Create a Positive school environment among faculty & staff
6. STEAM/Healthy School Team - Administrators, Coaches, Guidance, Interventionist, Teachers - implementation of the magnet program and the integration of technology; also responsible for the school's wellness program which is a part of the magnet theme

1. Title I, Part A - Funds used to provide field experiences for students in the areas of Math, Science, Engineering, Technology, and the Arts, upgrades in technology, and professional development for teachers

2. SAI - Services provided to ensure students requiring additional remediation receive additional instructional support during the school day by part-time tutors.

3. Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.

4. Violence Prevention Programs - The Second Step Bully Prevention program is the required character education program implemented in the district. Social skills training is provided to those who struggle with appropriately interacting with others.

5. Title X Homeless - Homeless students living in our attendance area qualify for Title I services offered at the school. Services include the meals program and the opportunity to enroll in the Team Up afterschool program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Latrese Fann	Principal
Geneatta White	Parent
Annette Ayars	Business/Community
Raquel Foxworth	Education Support Employee
Gail Thompson	Business/Community
Contina Henry	Parent
Conchita Robinson	Business/Community
Jay Higbee	Business/Community
Susan Rogers	Business/Community
Yvette Ward	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC played an integral part in providing input during the review of the school improvement and parental involvement plans. The draft of the plan was presented in the form of a short sheet created by administration. Based on recommendations from the committee revisions were made and the plan was approved. Approval is documented in the minutes from the meeting.

b. Development of this school improvement plan

This year the SIP short sheet was presented at the second SAC meeting of the year. During the review questions and concerns about the steady decline in scores over four consecutive years was addressed. The committee reviewed elements of the plan and provided feedback about things to include that would eliminate ineffective past practices. Committee members expressed concerns about teacher attrition and student behavior which greatly impacted student performance. The QEA initiative was discussed to address concerns about teacher turnover.

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

Input and approval of the 2016-2017 school budget occurred in the spring. The floor was open for suggestions or questions concerning expenditures budget. The committee was in agreement for the purchase of interventionist to support student achievement. The budget was approved by the committee.

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

$500 - will pay for student incentives and awards.
$500 - will pay for the end of the year reading celebration.

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.

Andrew Robinson is in compliance.

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
Siljestrom, Ian	Teacher, K-12
Gibson, Nicola	Other
Foxworth, Raquel	Assistant Principal
Phillips, Anna	Teacher, K-12
Fann, Latrese	Principal
McDaniel, Gabriel	School Counselor
Cummings, Tyra	Dean
Stanley, Kim	Instructional Coach
Reddick, Monica	Teacher, K-12
Levesque, Erica	Teacher, ESE

b. Duties

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

The HLC (Heart of Literacy Cycle).
Developing model/demonstration classrooms
Leading and supporting PLCs and Study Groups
Create and sharing school-wide initiatives and activities such as Ready to Learn, 25 Book Campaign, family literacy nights, end of the year reading celebration, district pep rally for reading, and Literacy Week.

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.

1. Monthly PLCs (professional learning communities)
2. Weekly Common Grade Level Planning
3. Establish community agreements to establish expectations for professional behaviors
4. Use of collaborative strategies during PLCs and professional learning opportunities.
5. ERD Team Building Engineering Challenges (support the magnet team)
6. Monthly Birthday Celebration
7. Faculty & Staff Holiday Celebrations
8. Spirit Buddies
9. Teacher Treasure Box
10. Blast-Outs
11. Weekly briefings (Rocket Times)

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

Provide professional development opportunities for teachers based on district teacher evaluation results. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective.

Utilize school-based and district instructional coaches to support teachers weekly during the collaborative planning periods to improve teaching practices in the classroom that increase student achievement.

Provide opportunities for teachers to participate in school-based decision making through collaborative teams designed to create a collaborative work environment.

Partner with district and regional leadership to recruit incoming teachers from Teach for America.

Provide teacher bonuses through the QEA initiative for those who meet or exceed student growth goals.

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

The mentoring program at Andrew Robinson provides a system of support for novice teachers. Each of the mentor teachers are CET trained and highly qualified. Mentors have been paired with teachers in like content areas. Mentors assist with lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents. Additionally, mentor teachers are excellent in the areas of classroom management and are school leaders (grade level chairs, in leadership programs, committee chairpersons). Monthly novice teachers meet as a learning community to address areas in need of assistance.

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.

Core instructional programs are aligned with the state standards and mapped in the district's curriculum guides. During collaborative planning sessions teachers use the item specifications to unpack the standards and develop a deeper understanding of the content. Teachers then align instructional resources to design lessons and create performance tasks that meet the level of rigor in the standards . As a professional learning community, we frequently conduct classroom walk-throughs and observations based on the pillars of instruction. We analyze student work and assessment data to make instructional decisions and determine flexible groupings to meet the needs of the students. Direct training is provided on aligning lessons to curriculum guides, item specs and Florida State 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.

Differentiation occurs in a variety of ways. Analysis of student performance data determines student groupings based on need. Groupings include, but are not limited to, ability, bottom quartile, bubble, and enrichment. Research-based grade level specific materials are used to scaffold support for the level of learners in the groups. Work samples and data are progress monitored to ensure increases in student performance.

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: 9,900

Andrew Robinson is designated as Lowest 300 elementary school. Students receive extra support in reading for an hour at the end of each day. Teachers provide rigorous instruction and extend learning opportunities to increase and improve student achievement in reading utilizing various research-based instructional materials (FCRR activities, SRA Corrective Reading, SRA Decoding, Making Words, iReady Reading, and Achieve 3000).

Strategy Rationale

The purpose is to increase reading proficiency by providing Tier 2 support for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fann, Latrese, fannl@duvalschools.org

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

Data is collected and analyzed through formal and informal assessments. District CGA results help teachers plan next steps for instruction. Class data trackers are used to monitor the progress of all students. Quartely data chats occur with administration to ensure student growth and performance.

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.

The Pre-K program at Andrew Robinson consists of neighborhood children. In preparation for kindergarten, the Pre-K program is designed to ensure students meet or exceed VPK state standards. Prek has curriculum guides or maps that address reading, writing, and math standards. The program integrates social studies and science throughout the curriculum. In addition, Pre-K teachers follow school expectations for discipline as outlined in the school-wide plan. Implementation of the CHAMPs rituals and routines are an integral part of the PreK program. There is also a VPK Parent Open House held where families are invited to see learning during the school day and learn more about the program before enrollment.
Transition to Kindergarten bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss.
Within the first 45 days of enrollment, kindergarten students are given FLKRS for kindergarten readiness. These results are used to group students for differentiation using strategies for immediate intensive intervention.
Annually, the Fifth-grade students are invited to participate in the "Transition to Middle School Day" at Matthew Gilbert Middle School. Students are given the opportunity to experience the middle school environment by shadowing students and partaking in various extra curricular activities that will be offered to them. (i.e. Sports, Physical Education, After School Clubs, Student Government, etc.)

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. If we provide differentiated instruction based on data then student will demonstrate at least a year's growth across the core content areas for the academic school year.

G2. If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas.

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 provide differentiated instruction based on data then student will demonstrate at least a year's growth across the core content areas for the academic school year. 1a

🔍 G084234

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA ELA Achievement	38.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	56.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher content knowledge and pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. District specialists Support 2. School Based Coaching Support 3. Reading and Math Interventionists 4. Research Based Supplemental Materials (Barton Spelling, LLI, iReady Teacher Toolbox, Literacy by Design) 5. Blended Learning Programs (Achieve 3000, iReady, Student Island, All in Learning response Systems) 6. Parent Workshops 7. Instructional Common Planning Periods 8. Job Embedded Professional Development 9. Resource Teachers - Push-In support

Plan to Monitor Progress Toward G1. 8

Data from blended learning programs, grade level and district common assessments will be used to determine growth in areas in need of improvement.

Person Responsible
Latrese Fann

Schedule
Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion
Weekly Data Reports (Blended Learning Programs - iReady Reading and Math, Achieve 3000) Mid-Module Assessments, End of Module Assessments, and FSA results.

G2. If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas. `1a`

🔑 G084235

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Targeted Barriers to Achieving the Goal `3`

- Lack of pedagogy and content knowledge.

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

- 1. District Specialist Support 2. School-based Coaching Support 3. Book Studies - Professional Literature 4. Common Planning Periods with Support from Instructional Staff and Administration 5. ERD Professional Development 6. Voluntary PD Offerings

Plan to Monitor Progress Toward G2. `8`

Teacher practice impacts student performance. Student achievement data from various sources will be used to determine progress towards learning goals.

Person Responsible

Latrese Fann

Schedule

Quarterly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Weekly Data Reports (Mid-Module and End of Module Assessment Data; Blended Learning Program Data)

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we provide differentiated instruction based on data then student will demonstrate at least a year's growth across the core content areas for the academic school year. [1]

🔑 G084234

G1.B3 Lack of teacher content knowledge and pedagogy [2]

🔑 B223822

G1.B3.S1 Teachers will go through a lesson study cycle with Professional Learning Communities; cycles will emphasize data analysis, unpacking standards and observing best teaching practices. [4]

🔑 S236175

Strategy Rationale

Teachers will gain knowledge of backwards planning from data and standards. Teachers will be able to use the learning to drive classroom instruction and differentiation. Following the cycle, teachers will perform a debrief in which they can articulate and implement their acquired pedagogical knowledge.

Action Step 1 [5]

Pull data from blended learning and previous years' assessments.

Person Responsible

Latrese Fann

Schedule

On 10/28/2016

Evidence of Completion

Pulling student scale scores from their blended learning assessments. Also, pull previous year's scale scores from Florida Standards Assessment.

Action Step 2 [5]

Analyze data with participating teachers from each individual grade level.

Person Responsible

Latrese Fann

Schedule

On 10/28/2016

Evidence of Completion

Analyze data to inform/select targets for individual professional development plan.

Action Step 3 `5`

Prepare lesson that addresses deficient student areas.

Person Responsible

Latrese Fann

Schedule

Weekly, from 10/28/2016 to 12/16/2016

Evidence of Completion

Identifiable lowest performing standard (based off the lowest score).

Action Step 4 `5`

Conduct lesson observation cycle.

Person Responsible

Latrese Fann

Schedule

On 12/16/2016

Evidence of Completion

Anecdotal notes that reflect observations derived from the lesson observation.

Action Step 5 `5`

Perform observation debrief.

Person Responsible

Latrese Fann

Schedule

On 1/27/2017

Evidence of Completion

Data indicated by exit tickets and results of the blended learning mid-year assessment.

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

Individual Grade Level Professional Learning Community Meetings.

Person Responsible

Latrese Fann

Schedule

On 1/27/2017

Evidence of Completion

Ongoing data points discussed during the weekly common planning meetings.

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

Usage of blended learning growth and proficiency levels.

Person Responsible

Latrese Fann

Schedule

Weekly, from 9/12/2016 to 1/27/2017

Evidence of Completion

Student growth and proficiency derived from blended learning.

G2. If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas. 1

🔑 G084235

G2.B1 Lack of pedagogy and content knowledge. 2

🔑 B223823

G2.B1.S1 Teachers will participate in lesson studies to develop a deeper understanding of the content and implement best practices during the delivery of instruction in the classroom. 4

🔑 S236176

Strategy Rationale

Lesson studies provides opportunities for teachers to participate in a cycle of planning, implementing, reflecting, and revising for improvement.

Action Step 1 5

Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.

Person Responsible

Latrese Fann

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Professional Development Plan

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

Teacher reflections, agendas, sign-in sheets, and weekly updates in leadership team meetings will be used to monitor the fidelity of implementation.

Person Responsible

Latrese Fann

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Professional Development Plan PD Agendas Sign-In Sheets Teacher Reflections Artifacts from the Lesson Study

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

CAST formal and informal observations will be used to measure improvements in teacher practice.

Person Responsible

Latrese Fann

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

CAST Observations Teacher Rubrics

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.B3.S1.A1 A304659	Pull data from blended learning and previous years' assessments.	Fann, Latrese	9/12/2016	Pulling student scale scores from their blended learning assessments. Also, pull previous year's scale scores from Florida Standards Assessment.	10/28/2016 one-time
G1.B3.S1.A2 A304660	Analyze data with participating teachers from each individual grade level.	Fann, Latrese	9/12/2016	Analyze data to inform/select targets for individual professional development plan.	10/28/2016 one-time
G1.B3.S1.A3 A304661	Prepare lesson that addresses deficient student areas.	Fann, Latrese	10/28/2016	Identifiable lowest performing standard (based off the lowest score).	12/16/2016 weekly
G1.B3.S1.A4 A304662	Conduct lesson observation cycle.	Fann, Latrese	10/28/2016	Anecdotal notes that reflect observations derived from the lesson observation.	12/16/2016 one-time
G1.B3.S1.MA1 M310363	Usage of blended learning growth and proficiency levels.	Fann, Latrese	9/12/2016	Student growth and proficiency derived from blended learning.	1/27/2017 weekly
G1.B3.S1.MA1 M310364	Individual Grade Level Professional Learning Community Meetings.	Fann, Latrese	9/12/2016	Ongoing data points discussed during the weekly common planning meetings.	1/27/2017 one-time
G1.B3.S1.A5 A304663	Perform observation debrief.	Fann, Latrese	10/28/2016	Data indicated by exit tickets and results of the blended learning mid-year assessment.	1/27/2017 one-time
G2.MA1 M310370	Teacher practice impacts student performance. Student achievement data from various sources will be...	Fann, Latrese	9/12/2016	Weekly Data Reports (Mid-Module and End of Module Assessment Data; Blended Learning Program Data)	4/28/2017 quarterly
G2.B1.S1.MA1 M310366	CAST formal and informal observations will be used to measure improvements in teacher practice.	Fann, Latrese	9/12/2016	CAST Observations Teacher Rubrics	5/26/2017 quarterly
G2.B1.S1.MA1 M310367	Teacher reflections, agendas, sign-in sheets, and weekly updates in leadership team meetings will...	Fann, Latrese	9/12/2016	Professional Development Plan PD Agendas Sign-In Sheets Teacher Reflections Artifacts from the Lesson Study	5/26/2017 quarterly
G2.B1.S1.A1 A304664	Administrators and school-based will create a professional development plan that address the needs...	Fann, Latrese	9/12/2016	Professional Development Plan	5/26/2017 weekly
G1.MA1 M310365	Data from blended learning programs, grade level and district common assessments will be used to...	Fann, Latrese	9/12/2016	Weekly Data Reports (Blended Learning Programs - iReady Reading and Math, Achieve 3000) Mid-Module Assessments, End of Module Assessments, and FSA results.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. If we provide differentiated instruction based on data then student will demonstrate at least a year's growth across the core content areas for the academic school year.

G1.B3 Lack of teacher content knowledge and pedagogy

G1.B3.S1 Teachers will go through a lesson study cycle with Professional Learning Communities; cycles will emphasize data analysis, unpacking standards and observing best teaching practices.

PD Opportunity 1

Analyze data with participating teachers from each individual grade level.

Facilitator

Fann

Participants

Each individual grade level.

Schedule

On 10/28/2016

PD Opportunity 2

Prepare lesson that addresses deficient student areas.

Facilitator

Fann

Participants

Each individual grade level.

Schedule

Weekly, from 10/28/2016 to 12/16/2016

PD Opportunity 3

Conduct lesson observation cycle.

Facilitator

Fann

Participants

Each individual grade level.

Schedule

On 12/16/2016

PD Opportunity 4

Perform observation debrief.

Facilitator

Fann

Participants

Each individual grade level.

Schedule

On 1/27/2017

G2. If teachers actively participate in job embedded professional development then instructional practice in the classroom will improve which will increase student performance in the core content areas.

G2.B1 Lack of pedagogy and content knowledge.

G2.B1.S1 Teachers will participate in lesson studies to develop a deeper understanding of the content and implement best practices during the delivery of instruction in the classroom.

PD Opportunity 1

Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.

Facilitator

Willie Brewster Raquel Foxworth Latrese Fann Kim Stanley Dannette Witherspoon Tara Cummings Aunekia Westcott Ian Siljestrom Nicola Gibson

Participants

Teachers

Schedule

Weekly, from 9/12/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Pull data from blended learning and previous years' assessments.	$0.00
2	G1.B3.S1.A2	Analyze data with participating teachers from each individual grade level.	$0.00
3	G1.B3.S1.A3	Prepare lesson that addresses deficient student areas.	$0.00
4	G1.B3.S1.A4	Conduct lesson observation cycle.	$0.00
5	G1.B3.S1.A5	Perform observation debrief.	$0.00
6	G2.B1.S1.A1	Administrators and school-based will create a professional development plan that address the needs of the teachers based on classroom observations.	$0.00
		Total:	$0.00