

J. Allen Axson Elementary School

4763 SUTTON PARK CT, Jacksonville, FL 32224

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

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	No	17%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

**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 was approved by the Duval County School Board on 11/1/2016.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 J. Allen Axson 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.

To provide educational excellence to all students, every day using the Montessori Method of instruction.

b. Provide the school's vision statement.

Utilizing the Montessori curriculum to inspire and prepare each student for success in college, career and life!

2. School Environment

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

1. Use of School Messenger to communicate with parents in the summer.
2. Back to school orientation hosted on Friday, August 12th, from 10 am-12 pm.
3. Pre-K-K Registration May 17, 2017
4. Principal communicates with parents and staff weekly using the following tools: School Messenger and Remind App.
5. Open House Dates for parents and students to attend. The students get to show their parents what a typical day is like and the materials they are having lessons on.
Primary: September 8, 2016 from 6-8 pm
Lower Elementary & Upper Elementary: September 22, 2016 from 6-8 pm
6. Parent Training Opportunities will be available from several staff members: Irene Bryson/School Counselor, Primary, Lower Elementary and Upper Elementary certificated staff.
7. School sponsored FAME/PTA Events: Orientation: Vendor Fair, PTA Welcome Back Staff Breakfast, Boosterthon, Mile-Maker, Holiday Bazaar, PTA Fall Festival, FAME Family Dinner Nights, FAME Spring Silent Auction, Boo Hoo Breakfast, PTA Staff Luncheons, School Dance, Fifth Grade Graduation Ceremony, Staff Picture during pre-planning (Hannah Joy Photography), Lego League Team started this year, Elementary Honor Society(planning phase this year), PTA Movie Nights, Garden Days, Impact JAX, Media Book Fairs, Vanhoy's Voracious Reading Celebration, and Used Book Sale.
8. School Tours from November 2015 until February 2016.
9. Programs during the year: International Day of Peace Celebration & The introduction of Buddy Benches, Kindness Challenge, Chorus Performances, Individual and group class performances and plays, Green Team, Media Crew and Robotics Team & Club.

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

1. The school is required to develop a school wide safety plan each year. As part of that process staff are trained at the beginning of the school year by the designated administrator. Regular practice drills are conducted to ensure the plan is understood in preparation of a school wide emergency. In addition, a School Emergency Response Team (SERT) has been implemented. The SERT team is made up of identified staff who will either be in roles of leadership during an emergency or part of an identified team. The safety plan is reviewed by the designated school administrator and the schools foundation team and feedback is provided to the principal to ensure a well developed plan.
2. "Grace & Courtesy" lessons from our Montessori Practical Life Album starts with our Pre-K

students to 5th grade. Classroom teachers give daily lessons on respect and kindness to others. Teachers also utilize community meetings, the peace rose and conflict resolution strategies so that students can share concerns and find solutions to classroom problems(restorative justice). "Grace & Courtesy" is a core principle of the Montessori learning environment.

3. Each classroom environment has a Community Agreement that is created by the teacher and the students. Each environment is expected to use "Grace & Courtesy Lessons learned from primary grades until they graduate at 5th grade. Each environment also has a "peace area" and the older students engage in regular "Community Meetings" to talk about issues in their classrooms and appropriate ways to resolve problems.

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.

The PBIS team developed a school wide PBIS (School Wide Positive Interventions and Supports) plan. Classroom teachers are provided district training on CHAMPS their first year of teaching. All teachers utilize responsive classroom strategies and logical consequences for behavior and classroom management. This ensures every staff member has skills and strategies to understand and work with all children at Axson. In addition, it is expected that each classroom develops a "Classroom Community Agreement" that outlines the expectations that each teacher has developed with his/her students. Also, teachers give students "Grace & Courtesy lessons(Montessori Materials) that foster respect, kindness and empathy towards classmates. Once agreement is developed and agreed upon students sign agreement and post in their classrooms. If students violate classroom agreement teacher will use her classroom behavioral plan to enforce/re-direct behavior. Several ways teachers notify parents: Individual rubric system sent home/Daily Behavior Chart, Parent/Teacher communication planner. If necessary, the teacher sends the student to the office to see the principal/ assistant principal. The administrator uses the Student Code of Conduct to enforce/re-direct appropriate classroom behavior.

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.

Full time school counselor services at J. Allen Axson include the following: Classroom Guidance, Lunch Bunch groups, and individual counseling. The school counselor has a referral process for both teachers and parents to share concerns and ask for support on groups or individual students. In addition, the assistant principal uses restorative justice practices when following Student Code of Conduct which outlines county discipline practices to be followed by DCPS administrators.

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?

No

1. PIP Link

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

2. Description

1. Increase the level of documented parent involvement.
2. Have at least 4 parent training events this school year
3. Complete and distribute "Parent Handbook" developed in partnership with SAC and SDM Leadership Team.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school primarily builds financial partnerships to support fundraising events such as: Fall Festival, Spring Silent Auction and FAME Read-a-thon. This provides direct support to Friends of Montessori Education(FAME) which is a 5013C Non-Profit with the sole purpose to raise money to sustain paraprofessionals at Axson. The Montessori method of instruction is paramount to having both a teacher and a paraprofessional in every classroom. For a number of years, the school and the district have not been able to support full-time paraprofessionals due to budget constraints. in the past two years the district has approved money for part-time paraprofessionals and an Assistant Principal. In addition, the district does support J. Allen Axson by allowing the principal to collapse positions determined by the district defined staff allocation model. This allows the principal to make key staffing decisions to support Montessori learning and its environment that is outlined by The American Montessori Society(AMS). This year the magnet office and the district contributed the equivalent of two teaching positions to help support and maintain part-time paraprofessionals in every classroom.

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
Robinson Vanhoy, Cecilia	Principal
Avera, Stacy	Teacher, K-12
Roberts, Amy	Assistant Principal
Confer, Crystal	Teacher, K-12
Dubberly, Robyne	Teacher, ESE
Dubuisson, Heather	Teacher, K-12
Bear, Kathy	Teacher, K-12
Bryson, Irene	School Counselor

b. Duties

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

Each member is responsible to support and monitor RTI processes. Kathy Bear the RTI Facilitator reports on-going progress to the principal, assistant principal and school counselor . The team leaders assist the RTI Facilitator and administrator to support the implementation of the School Improvement Plan (SIP). Several members of the team will serve on the Instructional Implementation Team for district professional development and also the implementation of the work during Virtual Early Release Training and Common Planning time. Teacher Leaders Heather Dubuisson(PreK-K),

Crystal Confer(1st-3rd) and Stacy Avera(4th-5th) work with grade level teams and serve as their instructional leader.

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 school based RTI Team meets once a month to review screening and progress monitoring data at grade levels. Teachers identify students who are meeting/exceeding assessments, at moderate risk, or high risk for not meeting grade level standards. Those students who potentially need intervention are then referred to grade level teams. Based on the above information, the grade level team will problem solve, share effective practices, suggest interventions, and evaluate intervention implementation and results.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cecilia Robinson-Vanhoy	Principal
Susan Payne	Business/Community
Karen Gaskill	Parent
Heather Dubuisson	Teacher
Amy Roberts	Education Support Employee
Cathrine Spears	Parent
LaFonda Middleton	Parent
Chris Cocoran	Business/Community
Jamey Burns	Parent
Nancy Sosa	Parent
Rhonda Johnson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will participate in reviewing the School Improvement Plan.

b. Development of this school improvement plan

The SAC will take part in reviewing the School Improvement Plan. The administrator will work with SAC to make changes and improvements to the plan. Our first scheduled meeting was Thursday, August 25th. During our first meeting the administrator discussed the process for reviewing the School Improvement Plan. The next meeting is Friday, September 30th during this meeting we will review, revise and make revisions to the School Improvement Plan.

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

The SAC is involved in the fall/spring budget process. They give input and recommendations during the budget process.

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

For the 2015-2016 school year we received \$12,150.00 for additional tutoring. The funds were used for the following before and after school programs to improve student achievement.
 5th Grade Science Camp-twice a week for 8 weeks. February 16, 2016 to April 14, 2016
 3rd Grade Math Camp- twice a week for 6 weeks. February 23, 2016 to March 31, 2016
 4th Grade Math Camp-twice a week for 6 weeks February 23, 2016 to March 31, 2016
 5th Grade Math Camp-twice a week for 6 weeks February 22, 2016 to April 11, 2016
 Computer Camp Before & After School (Targeted 3rd Grade Students in Reading, 12 weeks) Lowest 25% and

Bubble Kids February 16, 2016 to May 12, 2016

For the 2016-2017 school year we have received \$4,772.10. Based on FSA performance from last year we are determining the best use for these dollars and will update once decisions are made. Currently we are looking at using the money to improve overall reading performance from last year and bottom quartile.

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
	Teacher, K-12
Robinson Vanhoy, Cecilia	Principal
Roberts, Amy	Assistant Principal
Confer, Crystal	Teacher, K-12
Dubberly, Robyne	Teacher, ESE
Avera, Stacy	Teacher, K-12
Dubuisson, Heather	Teacher, K-12
Bear, Kathy	Teacher, K-12

b. Duties

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

1. The team leaders collaboratively work with teachers to blend the Montessori method and Florida standards.
2. Teachers engage students with high interest lessons covering multiple standards; (blending standards/grade level/Montessori Method and DCPS Curriculum Guides).
3. Utilizing fiction and non-fiction text to engage readers and develop students in writing.
4. Writing with authentic literature is a means to develop and build comprehension skills in students.

5. The LLT/IIT team focuses on the implementation of writing in the core content areas: Reading, Math, Science and Social Studies.
6. The teacher coaches support LLT/IIT teams during PLC time to give teachers the necessary time to share strategies and practices in writing that they use in their classrooms and across content areas.
(IIT-Instructional Implementation Team)

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.

The school has built the resource schedule to give teachers opportunities to collaboratively work in professional learning communities. Teachers are meeting at least once a week in professional collaborative groups. During collaborative planning teachers talk about best practices for instruction and how to improve learning for students. This collaboration improves student achievement and working relationships among teachers(Climate & Culture).

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

In order to recruit and retain highly qualified teachers of diverse ethnic backgrounds, we utilize

1. The district transfer system: Each year the principal interviews teachers who have experience and are Montessori trained to qualify to teach in Duval County Public Schools. The principal seeks candidates of diverse minority backgrounds that are Montessori trained
2. Our teachers typically do not leave but retire from Axson. We are a high performing public school and have specific training requirements. Teachers are not only expected to meet state certification requirements but obtain or hold a Montessori credential in 3-6, 6-9 or 9-12 grades.
3. We also receive applicants from private Montessori schools(Tides/Discovery) who want to teach in a high performing Montessori public school.
4. Last year a MOU(Memorandum of Understanding) was developed between the district and J. Allen Axson that requires teachers to have Montessori Training and experience. This was to prevent the district from placing non-trained or inexperienced Montessori teachers at Axson.

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

First year & new teachers at Axson are paired up with mentors for on-going support . Robyne Dubberly is the Mentoring and Induction for Novice Teachers Program (MINT)Coordinator . She works with the district contact to meet regularly with MINT Teachers to help facilitate completion of MINT documentation. She sends out email updates to make sure that 1st year teachers stay connected to each other and the work necessary for successful completion of the program.

Mentee Mentor Rationale for pairings

Irene Bryson Crumley-Forest/Jenkins Guidance Counselor

Sandy Gerard Robyne Dubberly ESE Inclusion

Sarah Straus Jill Lee Resource Teacher

Lisa Reimann Tanya Gray 3-6 Montessori trained

Jared Tittle Holly Fitzharris 6-9 Montessori (completes training Spring 2017)

Lorraine Mayer Crystal Confer 6-9 Montessori trained

Sara Loschiavo Kristen Humphries 6-9 Montessori trained

Jeane Maurer Amy Roberts/Crystal Confer 6-9 Montessori (completes training Spring 2017)

Megan Karasek Shannon Davis 6-9 Montessori (completes training Spring 2017)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The teachers use both Montessori materials and albums to deliver core instruction. The Montessori curriculum is aligned to Florida Standards. The teachers at each level: primary, lower elementary and upper elementary use common planning time to develop Montessori lessons aligned with Florida Standards and District Curriculum Guides (blended learning).

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.

The assessments used are determined by Duval County : District Baseline, I-Ready, Achieve 3000 and teacher made tests. Using Montessori curriculum, teachers use a differentiated work plan for students during the Montessori work-cycle. The mid-and-end-of module assessments are used to determine the best plan of instruction for each student.

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: 40,500

Students work in academic studios (core academic subjects) for 45 minutes a day, five days a week during extended day time. Students work on homework and get one-on-one tutoring as needed. In addition, students are able to get enrichment (well rounded education) in art, language, and physical education activities.

Strategy Rationale

To increase academic success for all students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson Vanhoy, Cecilia, vanhoyc@duvalschools.org

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

The effectiveness is determined by district assessment data and student performance level of at or above grade level.

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.

1. Use of School Messenger to communicate with parents in the summer.
2. Back to school orientation hosted on Friday, August 12th, from 10 am-12 pm.
3. Pre-K-K Registration February 2017
4. Principal communicates with parents and staff weekly using the following tools: School Messenger , Remind and we have added a Facebook page this school year. Also the district has provided Peachjar
5. Open House Dates
Primary
September 8, 2016 from 6-8 pm
Lower Elementary & Upper Elementary
September 22, 2016 from 6-8 pm
6. Parent Training Opportunities will be available from several staff members: Irene Bryson/School Counselor, Primary, Lower Elementary and Upper Elementary certificated staff.
7. School sponsored FAME/PTA Events: PTA Welcome Back Staff Breakfast, Boo Hoo Breakfast for New Parents, Boosterthon, Two scheduled Open House Dates, Mile-Maker, PTA Fall Festival, FAME Family Dinner Nights, FAME Spring Silent Auction, PTA Staff Luncheons, School Dances, Fifth Grade Graduation Ceremony, Staff Picture September 2016 (Hannah Joy Photography), Lego League Team, Elementary Honor Society(planning phase this year), PTA Movie Nights, Garden Days, Impact JAX, Media Book Fairs, Vanhoy's Voracious Reading Celebration, Used Book Sale etc...

8.School Tours from Nov 2016 until February 2017.

9.Programs during the year: International Day of Peace Celebration, Kindness Challenge, Chorus Performances, Individual and group class performances and plays, service projects, The American Heart Association.

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.

NA

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers combine the use of core ELA Montessori materials, Duval Reads and district blended learning platforms then the school will maintain our overall ELA proficiency and show growth for the bottom quartile students.
- G2.** If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 75% to 78% on the FCAT 2.0 annual science 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 teachers combine the use of core ELA Montessori materials, Duval Reads and district blended learning platforms then the school will maintain our overall ELA proficiency and show growth for the bottom quartile students. 1a

G086359

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- PLC groups need designated time to plan for targeted lessons for the bottom quartile.
- Grade level teams understanding the process of text based writing and calibrating scoring among the team

Resources Available to Help Reduce or Eliminate the Barriers 2

- The resources used are Montessori Curriculum/Materials, District Duval Reads modules and Blended Learning

Plan to Monitor Progress Toward G1. 8

Student writing data will be analyzed to determine growth in informational or opinion writing, with the end result to be 7/10.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student writing samples collected in folders showing progress to 7 out of 10 pts for FSA writing component in ELA based on informational rubric.

G2. If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 75% to 78% on the FCAT 2.0 annual science assessment. 1a

G086360

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- The time to plan and make Montessori shelf work, review district curriculum guidelines blended to Montessori curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hands on science materials provided by the district, Montessori materials and curriculum.

Plan to Monitor Progress Toward G2. 8

Teacher created assessments and District assessments as aligned with Montessori pacing and state item specs.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

During monthly data chats, administrators will review progress of students on teacher created assessments to determine what additional supports are needed.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers combine the use of core ELA Montessori materials, Duval Reads and district blended learning platforms then the school will maintain our overall ELA proficiency and show growth for the bottom quartile students. **1**

 G086359

G1.B2 PLC groups need designated time to plan for targeted lessons for the bottom quartile. **2**

 B229482

G1.B2.S1 Review blended learning platform data weekly during planning time to identify bottom quartile growth. **4**

 S242081

Strategy Rationale

Due to the nature of the Montessori grade level configuration, teachers in Primary, Lower Elementary and Upper Elementary teach all subjects for multiple grades. Because of this, teachers need time in addition to the IIT training cycle to focus on specific grade level needs.

Action Step 1 **5**

Review student data reports from Achieve 3000, I-Ready and teacher made assessments.

Person Responsible

Amy Roberts

Schedule

Weekly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 Activity Log and Lexile Growth, I-ready time on task report and class response to instruction report

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

Monthly data chats with individual teachers and administration about strategies used to target bottom quartile students.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Administrators will use data chat sheets to collect information from teachers during the monthly data chats, specifically growth of bottom quartile students.

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

Administrators will determine the needs for bottom quartile students

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Administrator data chat sheet will include a next step section for follow up.

G1.B2.S2 Utilize one early dismissal training per month for Primary, Lower Elementary and Upper Elementary teachers to plan for specific lessons for the bottom quartile. 4

S242082

Strategy Rationale

Due to the nature of the Montessori grade level configuration, teachers in Primary, Lower Elementary and Upper Elementary teach all subjects for multiple grades. Because of this, teachers need time in addition to the IIT training cycle to focus on specific grade level needs.

Action Step 1 5

Administrator will dedicate one Early Dismissal training per month for teacher directed common planning.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Administrator will collaborate with IIT leads to develop monthly Early Dismissal Agenda based on data trends and district ED Virtual Training offerings.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will review growth/progress on bottom quartile students during data chats.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

On 5/31/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administrator will meet with Instructional Implementation Team on a regular basis.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

IIT facilitators will designate team member to take planning notes and submit to administration monthly

G1.B3 Grade level teams understanding the process of text based writing and calibrating scoring among the team 2

 B229483

G1.B3.S1 During weekly PLC meetings, teams will plan writing lessons, look at student work and calibrate scoring. 4

 S242083

Strategy Rationale

Student overall proficiency scores were negatively impacted by lower text based writing scores on FSA ELA.

Action Step 1 5

Teachers will collaborate in PLCs to evaluate writing and plan lessons based on state-released exemplars and FSA rubrics.

Person Responsible

Stacy Avera

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

PLC meeting minutes

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

Administrator will follow up with PLC leaders to determine instructional next steps based on trends identified in writing samples.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Administrators will review ongoing student writing samples with scoring rubric and review PLC meeting minutes.

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

Administrator will observe lessons and look at student writing to identify best practices and student exemplars to be used to calibrate expectations.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Administrator will have evidence from observations, data chats with teachers and writing samples shared in PLCs.

G2. If teachers increase integration of science labs and science lesson shelf work during Montessori work cycle then students will increase from 75% to 78% on the FCAT 2.0 annual science assessment. 1

G086360

G2.B1 The time to plan and make Montessori shelf work, review district curriculum guidelines blended to Montessori curriculum. 2

B229484

G2.B1.S1 Administrators will do regular walk-throughs that focus on science instruction in the core content areas of reading and math. 4

S242084

Strategy Rationale

If teachers make science a regular part of core content instruction in reading and math it should help eliminate the barrier of time for science work and labs.

Action Step 1 5

Administrators will monitor science as part of cross-curricular activity instruction on a regular basis.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

District google docs implemented with reading goal

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

Administrator walk throughs using admin-created look fors and CAST best practices.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Walk-through logs from google docs, District assessments when aligned with Montessori pacing

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

Monthly monitoring of science instruction in core content areas of reading and mathematics

Person Responsible

Amy Roberts


Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Walk-through Logs next steps

G2.B1.S2 Designate one common planning meeting per month for teams to plan and make science shelf work. 4

 S242085

Strategy Rationale

Montessori teachers need to be able to make science materials and switch it out on a regular basis because all classrooms are multi-graded and this will help eliminate the barrier of time to prepare materials.

Action Step 1 5

Team Leaders will facilitate one monthly common planning time to make science shelf work.

Person Responsible

Stacy Avera

Schedule

Monthly, from 10/3/2016 to 5/20/2017

Evidence of Completion

Minutes from one designated science common planning meeting per month

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will meet with IIT Team leaders to support the fidelity of implementation and develop next steps for content teachers to be shared during planning time.

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/20/2017

Evidence of Completion

Minutes from monthly IIT Meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monthly monitoring of science instruction in core content areas of reading and mathematics

Person Responsible

Amy Roberts

Schedule

Monthly, from 10/3/2016 to 5/20/2017

Evidence of Completion

Minutes from IIT monthly team meetings and walkthrough feedback.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S2.MA1 M323285	Monthly monitoring of science instruction in core content areas of reading and mathematics	Roberts, Amy	10/3/2016	Minutes from IIT monthly team meetings and walkthrough feedback.	5/20/2017 monthly
G2.B1.S2.MA1 M323286	Administrators will meet with IIT Team leaders to support the fidelity of implementation and...	Roberts, Amy	10/3/2016	Minutes from monthly IIT Meetings	5/20/2017 monthly
G2.B1.S2.A1 A313340	Team Leaders will facilitate one monthly common planning time to make science shelf work.	Avera, Stacy	10/3/2016	Minutes from one designated science common planning meeting per month	5/20/2017 monthly
G1.MA1 M323282	Student writing data will be analyzed to determine growth in informational or opinion writing, with...	Roberts, Amy	10/3/2016	Student writing samples collected in folders showing progress to 7 out of 10 pts for FSA writing component in ELA based on informational rubric.	5/26/2017 monthly
G2.MA1 M323287	Teacher created assessments and District assessments as aligned with Montessori pacing and state...	Roberts, Amy	10/3/2016	During monthly data chats, administrators will review progress of students on teacher created assessments to determine what additional supports are needed.	5/26/2017 monthly
G1.B2.S1.MA1 M323276	Administrators will determine the needs for bottom quartile students	Robinson Vanhoy, Cecilia	10/3/2016	Administrator data chat sheet will include a next step section for follow up.	5/26/2017 monthly
G1.B2.S1.MA1 M323277	Monthly data chats with individual teachers and administration about strategies used to target...	Robinson Vanhoy, Cecilia	10/3/2016	Administrators will use data chat sheets to collect information from teachers during the monthly data chats, specifically growth of bottom quartile students.	5/26/2017 monthly
G1.B2.S1.A1 A313336	Review student data reports from Achieve 3000, I-Ready and teacher made assessments.	Roberts, Amy	10/10/2016	Achieve 3000 Activity Log and Lexile Growth, I-ready time on task report and class response to instruction report	5/26/2017 weekly
G1.B3.S1.MA1 M323280	Administrator will observe lessons and look at student writing to identify best practices and...	Roberts, Amy	10/3/2016	Administrator will have evidence from observations, data chats with teachers and writing samples shared in PLCs.	5/26/2017 monthly
G1.B3.S1.MA1 M323281	Administrator will follow up with PLC leaders to determine instructional next steps based on trends...	Roberts, Amy	10/3/2016	Administrators will review ongoing student writing samples with scoring rubric and review PLC meeting minutes.	5/26/2017 monthly
G1.B3.S1.A1 A313338	Teachers will collaborate in PLCs to evaluate writing and plan lessons based on state-released...	Avera, Stacy	10/3/2016	PLC meeting minutes	5/26/2017 monthly
G2.B1.S1.MA1 M323283	Monthly monitoring of science instruction in core content areas of reading and mathematics	Roberts, Amy	10/3/2016	Walk-through Logs next steps	5/26/2017 monthly
G2.B1.S1.MA1 M323284	Administrator walk throughs using admin-created look fors and CAST best practices.	Roberts, Amy	10/3/2016	Walk-through logs from google docs, District assessments when aligned with Montessori pacing	5/26/2017 monthly
G2.B1.S1.A1 A313339	Administrators will monitor science as part of cross-curricular activity instruction on a regular...	Roberts, Amy	10/3/2016	District google docs implemented with reading goal	5/26/2017 monthly
G1.B2.S2.MA1 M323278	Administrator will meet with Instructional Implementation Team on a regular basis.	Robinson Vanhoy, Cecilia	10/3/2016	IIT facilitators will designate team member to take planning notes and submit to administration monthly	5/31/2017 monthly
G1.B2.S2.MA1 M323279	Administrators will review growth/ progress on bottom quartile students during data chats.	Robinson Vanhoy, Cecilia	10/3/2016		5/31/2017 one-time
G1.B2.S2.A1 A313337	Administrator will dedicate one Early Dismissal training per month for teacher directed common...	Robinson Vanhoy, Cecilia	10/3/2016	Administrator will collaborate with IIT leads to develop monthly Early Dismissal Agenda based on data trends	5/31/2017 monthly

Duval - 1411 - J. Allen Axson Elem School - 2016-17 SIP
J. Allen Axson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and district ED Virtual Training offerings.	

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

G1. If teachers combine the use of core ELA Montessori materials, Duval Reads and district blended learning platforms then the school will maintain our overall ELA proficiency and show growth for the bottom quartile students.

G1.B2 PLC groups need designated time to plan for targeted lessons for the bottom quartile.

G1.B2.S2 Utilize one early dismissal training per month for Primary, Lower Elementary and Upper Elementary teachers to plan for specific lessons for the bottom quartile.

TA Opportunity 1

Administrator will dedicate one Early Dismissal training per month for teacher directed common planning.

Facilitator

IIT Team Leads: Stacy Avera, Crystal Confer and Heather Dubuisson

Participants

Grade Level Bands as follows: Primary-Prek-K, 1-3, 4-5

Schedule

Monthly, from 10/3/2016 to 5/31/2017

VII. Budget

1	G1.B2.S1.A1	Review student data reports from Achieve 3000, I-Ready and teacher made assessments.	\$0.00
2	G1.B2.S2.A1	Administrator will dedicate one Early Dismissal training per month for teacher directed common planning.	\$0.00
3	G1.B3.S1.A1	Teachers will collaborate in PLCs to evaluate writing and plan lessons based on state-released exemplars and FSA rubrics.	\$0.00
4	G2.B1.S1.A1	Administrators will monitor science as part of cross-curricular activity instruction on a regular basis.	\$0.00
5	G2.B1.S2.A1	Team Leaders will facilitate one monthly common planning time to make science shelf work.	\$0.00
Total:			\$0.00