

Duval County Public Schools

Lone Star Elementary School



2016-17 Schoolwide Improvement Plan

Lone Star Elementary School

10400 LONE STAR RD, Jacksonville, FL 32225

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Lone Star 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.

It is the mission of Lone Star Elementary School to challenge our students to achieve their goals and dreams.

b. Provide the school's vision statement.

Lone Star Elementary School: Lighting the fire of learning in every child's mind.

2. School Environment

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

Teachers are culturally responsive. They are dedicated to teaching to differing student learning styles, interaction and communication styles, values, attitudes, and behaviors. Teachers make students' lives and communities central to the learning process. They emphasize experimental and activity-based approaches to learning, draw connections between school and communities, and help students develop a belief that their best interests are the key focus.

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

Student safety is continuously monitored and reinforced through the following actions:

1. Doors and gates are locked daily and checked periodically by the day custodian.
2. Fire drills are held monthly.
3. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers.
4. Identification procedures for all school visitors, including parents, are in place.
5. Teachers demonstrate respect for students and their potential as learners by providing a caring environment and making personal connections with students and families. Respect for diverse family structures and cultures is conveyed directly to students. Teachers hold high expectations for the achievement of all students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

A Positive Behavioral Intervention & Support plan is comprised of a broad range of systematic and individualized strategies for achieving social and learning outcomes while preventing behavior problems with all students. Teachers use effective practices, interventions, and strategies to support students. Teachers participated in the Code of Conduct training during pre-planning and students attended the Code of Conduct assembly during the first week of school. Code of Conduct student assemblies will be held each semester to ensure the system is fairly and consistently enforced. The Foundations Team analyzes school-wide discipline data and adjusts practices when needed. The Foundations team also re-established the Guidelines For Success expectations that students will demonstrate while in the cafeteria, restroom, and hallway throughout the school. School-wide, we implement the CHAMPs positive behavior system. Our paraprofessionals and school monitors

received specialized training on managing behaviors by the district behavior specialist. Our foundations team is working closely with the district PBIS specialist in order to achieve Florida Model School Status. During the 2015-2016 school year, our school was one of the first schools in Duval County to be denoted as a PBIS Positively Model Behavior School.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Character development activities and discussions are implemented throughout the school year to support a balance of academic success and social development. School staff continually monitor students who may be struggling with family and other issues and provide support. The School Counselor has an approachable manner and schedules periodic checks on identified students and provides additional resources for support. Full Service Schools resources are available to all Lone Star families.

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.

N/A

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	2	17	16	14	15	18	0	0	0	0	0	0	0	82
One or more suspensions	0	1	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	10	14	6	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	14	29	48	0	0	0	0	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	6	9	10	20	26	0	0	0	0	0	0	0	72

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

Academic interventions paired to student need
Reading:

A. Barton Phonics and Spelling Program

Five second grade students received pull-out services with Mrs. Gullett, our part time reading interventionist, from 9/25/15 through the end of the school year. Fall i-Ready scores ranged from 377-436 for this group of students. End of year scores ranged from 396-470. One student regressed

by 21 points, while the average growth for the other four students was 29 points. Curriculum Associates lists the expected growth on i-Ready Reading from the beginning of the school year to the end for grade 2 to be between 39 and 52 points. All of these students ended the year in the Level K or 1 range.

Twelve students in grades 3-5 were identified as having major deficits with phonics. These students began Barton with Mrs. Gullett in October. Three additional students were added in March, but their data was not included in this analysis. In all, the group averaged a 224 lexile point gain from the beginning to the end-of-year assessment:

Gr. 3 average gain = 174 points

Gr. 4 average gain = 190 points

Gr. 5 average gain = 308 points

B. LLI

Per the superintendent, our literacy coach, Mary Ann Clark, worked with our lowest overall third graders throughout the year. These eight students received intensive daily instruction based on a combination of LLI program materials and materials from FCRR. These eight students had an average i-Ready point growth of 432 points! The expected growth in third grade is between 30 and 44 points. The on-level range expected at the end of the third grade year is 556-587. Though none of our students reached this target (actual range was 438-533), the tremendous growth is to be celebrated!

Two part time interventionists were hired in February, with district funds, to provide additional LLI pull-out support two days per week. They served 27 students in grades 1,2,3 and 5. The average i-Ready point increases follow:

Kaleel 49 points (four months)

Rinaman 30 points (four months)

Six teachers in K-2 implemented in-class LLI as part of their guided reading program with their low-level readers who were not receiving out-of-class intervention. The average point gains on i-Ready assessments follows:

Hoke (K)-62

Weber/Shifkey (1)-99

Sasser/O'Keefe (1)-31

Quillen (1)-3

Cameron (2)-14

Huber (2)-62

The degree of fidelity of implementation in these classroom LLI groups was not tracked. Therefore, inconsistent implementation may explain some of the point discrepancies between teachers. In addition to these interventions in reading, after school tutoring was offered in both math and reading.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Parental involvement will increase 10% from the 2015-2016 school year as determined by the Parent Involvement (Title 1) sign-in sheets.

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.

Building and sustaining positive relationships is important to the well being and culture of the school. We will invite community organizations and business partners to participate on various committees and school-wide events such as the School Advisory Council (SAC), PTA, and tutoring and mentoring programs. Community partners will be recognized on the school website each quarter throughout the year for their participation and support to the school. The Arlington Council Chamber of Commerce, supported our school with supplies and recognition program for our Teacher of the Year. New Day Jacksonville Church supported a clothing drive to support students in need. Community and business partner involvement will be increased in 2016-2017. The Renaissance Jax Inc. will cover registration and a field setup kit for our second year First Lego League (FFL) Team. During our annual Fall Festival that takes place in November, the following groups will come out to represent as part of our partners and/or sponsors: JSO, Home Depot, Krispy Kreme, Kona Ice, JFRD, Malone Charter, UNF, PDT, H & R Block, local JROTC High School Units, and Bailey's Powerhouse Gym.

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
Lingren, Amy	Principal
Weber, Jamie	Teacher, K-12
Hull, Mary	Other
Grelle, Rachel	Teacher, K-12
Smith, Laura	Teacher, K-12
Clayton, Brandon	Assistant Principal
Davidson, Kimberly	Teacher, K-12
Dutton, Richard	School Counselor
McMahon, Maria	Teacher, K-12
Burnett, Helen	Teacher, K-12
Brock, Carol	Teacher, K-12
Kozlowski, Megan	Instructional Coach
Cavin, Sue	Instructional Coach
Straight, Carolyn	Teacher, K-12

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 leadership team review academic and behavior intervention plans and other documents. School goals and intervention plans are modified quarterly to reflect assessment data and changing student needs.

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 leadership team reviews progress monitoring data at each grade level to identify students who are meeting and or exceeding benchmarks and those who are at moderate or high risk for not meeting benchmarks. The leadership team reviews all data to assign interventions to identified students. Teachers analyze data from class and district assessments bi-weekly during collaborative planning sessions. Progress monitoring meetings are held every 4-6 weeks to evaluate progress of existing interventions, suggest new interventions, and/or refer students to MRT for additional testing. SAI and full service school funds will be used to pay for teachers to conduct before/after school tutoring. Team leaders facilitate quarterly data chats with administrators.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Lingren	Principal
Marilyn Myrick, Chair	Business/Community
Joyce Gustufson	Business/Community
Ann White	Business/Community
Myra Jones	Parent
Andree Bienvenue	Business/Community
Pam Penny	Teacher
Lindel Martinez	Education Support Employee
Betty Patterson	Business/Community
Chris 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

All data points were reviewed. Targets and results were discussed and current targets, action steps, and interim assessments will be reviewed throughout the year.

b. Development of this school improvement plan

The School Advisory Council is an active organization which plays a vital role in the success of Lone Star Elementary. This organization provides parents, community members, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school needs, and identification of local resources.

SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

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

The 2016-2017 budget will be reviewed for the possible addition of materials and programs to support student learning.

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

2015-2016 funds helped purchase the Ready Florida Achieve for Grade 2 (\$1,603.53) as well as the furniture for our flipped classroom in 4th grade (\$2,790.42). No funding has been allocated for the 2016-2017 school year thus far. However, SAC approves any roll-over balances to purchase school supplies and academic materials to support students and teachers.

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
Kozlowski, Megan	Instructional Coach
Lynn, Lindsey	Teacher, K-12
McDaniel, Elizabeth	Teacher, K-12
Tate, Debra	Teacher, K-12
Brock, Carol	Teacher, K-12
Shifkey, Jacqueline	Teacher, K-12
Berrey, Anette	Teacher, K-12
White, Marcia	Teacher, K-12
Foran, Shelly	Teacher, K-12

b. Duties

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

Building on the district's Tier 1 core instructional practices which are matched to the Language Arts Florida standards, the primary focus for student and school improvement will be to increase proficiency while maintaining student learning gains. VLT members will lead professional discussions among grade level teams that focus on differentiating Tier 2 instruction by strengthening rotations, small group instruction, and individual student conferencing.

The VLT members serve as teacher leaders for their respective grade levels in our commitment to study and implement the district's ELA curriculum, Duval Reads and the new Saxon Phonics for K-2. The members meet regularly to share progress with the delivery of the curriculum and identify areas that may need additional staff training. In support of Duval Reads!, the VLT will lead an effort for

norming student work in order for teachers to establish common expectations for our students. Another focus of leadership from the VLT is to identify school-wide literacy projects that provide an opportunity to generate enthusiasm for reading, writing, speaking, and listening among teachers, students, and parents. Lone Star Elementary will participate in the Just Read, Florida! sponsored Celebrate Literacy Week activities during the month of Januar. The VLT will develop and implement activities and events that support this year's theme.

The VLT will establish guidelines for each grade level to develop and monitor book reading goals. Providing a structure that encourages students to read regularly for pleasure has the potential to instill a love of reading among our students as well as develop positive reading habits. Research has long proven that the more you read, the better reader you become.

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.

Bi-weekly collaborative planning is provided for grade level and subject area teachers to work together. These sessions are facilitated by a Team Leader chosen by the Principal. Monthly vertical team meetings offer collaboration time for teachers in science, math, and literacy.

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

1. On-site Professional Development – LSE reading coach and district instructional specialists facilitate training for staff.
2. CET-trained teachers attend district-provided professional development and use effective strategies learned with mentees. Four teachers are hosting interns this fall semester.
3. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.
4. Mentors meet regularly with teachers who have less than three years experience and those new to the district.
5. School administration attends each recruitment fair to fill vacancies.
6. New teacher meetings are held regularly with administrators.

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

Mentor: Jamie Weber

Mentee: Samantha Gullett

Rationale for paring; Mrs. Weber is a veteran teacher who has success in First Grade and can provide excellent support for Mrs. Gullett in this area.

Planned Mentoring Activities: The mentor and mentee will meet biweekly to discuss evidence-based strategies for each domain and the progress toward supporting Mrs. Gullett. The mentor is given released time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are held as needed.

Newly developed procedures will be implemented for qualified staff when available.

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.

Florida's Standards and Item Specifications are read and reviewed in relation to student work at every grade level. During informal and formal teacher observations, administration looks for alignment of the curriculum to the student work and the teacher's lesson plans. Teachers also follow the district curriculum guides to ensure alignment between classrooms and collaborate bi-weekly during their common planning time.

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.

Teachers use current data to determine placement of students within the curriculum. Student data may include, but is not limited to i-Ready, Achieve3000, FCAT (Science), FSA results, teacher made assessments, district tests, and informal observations. Teachers update data through observation during classroom instruction, exit tickets, and weekly formal assessments to determine individual student needs and then group students accordingly within the classroom to optimize instruction at each student's skill level. Administration monitors differentiation weekly through walk-throughs and lesson plan checks. Administration started meeting with teachers in September to chart progress of and develop intervention plans for our bottom quartile students. They will meet regularly throughout the year, and again in January, to chart the progress of and develop intervention plans for every student who is in danger of being retained.

For the year 2016-2017 we have added one full time reading interventionist, Denise Pedro. We have also added two part-time reading interventionists, Lana Rinamon and Vicky Kaleel. Ms. Pedro will be focusing on the bottom 3rd and 4th graders using the Barton Reading and Spelling Tier 3 Intervention. Barton is a reading and spelling program that successfully targets decoding issues through explicit, multi-sensory, structured and sequential instruction. This program will be done daily in 40 minute sessions.

The other two part-time reading interventionists will be focusing on the next lowest students, in grades 3, 4 and 5, using the Fontas and Pinell Leveled Literacy Intervention kits. These kits provide effective small-group instruction for students who find reading and writing difficult. The program contains engaging leveled books, fast-paced systematically designed lessons, and a high level of built-in professional development. Ms. Rinamon and Ms. Kaleel will be seeing their students 3 times a week in 45 minute blocks.

Our Reading Coach, Megan Kozlowski, will also be seeing 2 groups of students. One group will be 3rd grade and one group will be 5th grade. Ms. Kozlowski will also be using the LLI kits. Her groups will be seen daily in 45 minute blocks.

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: 0

Teachers offer tutoring to their students before and/or after school throughout the school year. Tutorial sessions occur at the school site. Participation is based on the students' academic needs as identified through data analysis (bottom quartile first). Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Some teachers are able to be funded through grant money and district SAI funds; other teachers volunteer their time for this. The extended day program will offer students the opportunity to use i-Ready, Achieve3000, and Reflex Math in the computer lab each day after school.

Strategy Rationale

A thorough analysis of data from students in each intervention (tutoring, LLI, Barton) was completed in June, 2016. These findings guided our intervention placement decisions for the current school year. (Full report available upon request)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kozlowski, Megan, kozlowskim@duvalschools.org

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

Teachers analyze student data based on achievement of goals and/or progress toward meeting the instructional standards. Data chats are held quarterly with grade level teachers and administration. Initial groups are set up based on needs as determined by fall assessments. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing throughout the year and is analyzed to monitor the effectiveness of teacher instruction and progress of their students during tutoring. New groups are formed and students move in and out of the groups based on individual student growth, progress and needs. As was done last year, all year end data will be collected and compared to fall data for all students involved in interventions. These student gains will be compared with those from the general LSE population. Future recommendations will be made based on these findings.

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.

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS), and district baseline assessments upon entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR), which identifies specific areas of need. This data helps to determine instructional goals and possible Tier II and III Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year.

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.

We are exploring opportunities to bring local colleges and universities to our campus to expose our children to colleges/secondary education. We are also planning our first annual College Spirit Day in conjunction with Red Ribbon Week.

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

N/A

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

N/A

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.

Our goal is to expose our students to careers and help them prepare for the path needed to pursue the career of their choice.

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.** School staff will use all means at their disposal to ensure that students who have been designated as “chronically tardy or absent”* during the first quarter of the 2016-17 school year, reduce their percent of days late/absent by 80% by June 1, 2017.

- G2.** When students in the lowest 25% of their grade level in reading and math receive the proper interventions, 80% of them will show the equivalent of one year’s growth as indicated on iReady, Achieve 3000 or FSA assessments.

- G3.** If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content), and follow the curriculum guides, students’ reading, math and science competency will improve.

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. School staff will use all means at their disposal to ensure that students who have been designated as “chronically tardy or absent”* during the first quarter of the 2016-17 school year, reduce their percent of days late/absent by 80% by June 1, 2017. 1a

G086376

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	80.0

Targeted Barriers to Achieving the Goal 3

- 1. Parents are usually responsible for the students’ transportation to school and/or are responsible for them getting up and ready on time to make it to school daily/on time. • Personal adult habits cause students to be late or allow students to stay home • Parents don’t always see the consequences of students being late or missing full days of school at the elementary level. • Parents lack the skills to insist that students attend school regularly and on time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS, Tardy Slips, CRT, Incentives

Plan to Monitor Progress Toward G1. 8

Pull monthly report via FOCUS to accurately report students that are chronically tardy/absent.

Person Responsible

Richard Dutton

Schedule

On 6/2/2017

Evidence of Completion

Total number of tardies/absences will decrease by 5% each month.

G2. When students in the lowest 25% of their grade level in reading and math receive the proper interventions, 80% of them will show the equivalent of one year's growth as indicated on iReady, Achieve 3000 or FSA assessments. 1a

G086377

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- 1. Limited funding may not allow all qualifying students to receive in-school intervention or after school tutoring. 2. Students who qualify for after-school tutoring may have transportation issues which prevent them from participating. 3. Attendance issues may impact the success of interventions for some students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tutoring Funds, Full-Time Reading Interventionist and Two (2) Part-Time Interventionist

Plan to Monitor Progress Toward G2. 8

Data will be monitored monthly to chart progress of students in the bottom quartile.

Person Responsible

Schedule

On 6/2/2017

Evidence of Completion

Performance Matters Data, Teacher Data, and Student Data Notebooks

G3. If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content), and follow the curriculum guides, students' reading, math and science competency will improve. 1a

G086378

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	337.0

Targeted Barriers to Achieving the Goal 3

- 1. Lack of experience using Saxon Phonics (program is new in primary grades this year) 2. Teachers may be reluctant to give up personal plan time to plan collaboratively as a grade level/ subject area. 3. Lack of a math coach 4. Lack of fidelity in implementing guided reading daily

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach

Plan to Monitor Progress Toward G3. 8

Review lesson plans and data.

Person Responsible

Amy Lingren

Schedule

On 6/2/2017

Evidence of Completion

Evidence seen during walkthroughs, observations, and reviewing lesson plans.

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

 = Problem Solving Step  S123456 = Quick Key

G1. School staff will use all means at their disposal to ensure that students who have been designated as “chronically tardy or absent”* during the first quarter of the 2016-17 school year, reduce their percent of days late/absent by 80% by June 1, 2017. 1

G086376

G1.B1 1. Parents are usually responsible for the students’ transportation to school and/or are responsible for them getting up and ready on time to make it to school daily/on time. • Personal adult habits cause students to be late or allow students to stay home • Parents don’t always see the consequences of students being late or missing full days of school at the elementary level. • Parents lack the skills to insist that students attend school regularly and on time. 2

B229538

G1.B1.S1 Putting an incentive in place that will help our students to encourage their parents to get them to school and on time daily. 4

S242163

Strategy Rationale

There is a direct correlation between students' success and attendance.

Action Step 1 5

1. Teachers will accurately report absences and tardies daily by 10 p.m.
2. The homeroom teacher will call home after four tardies and/or four absences within a three week period.
3. Office staff will address students and parents of chronically absent/tardy students as they sign in daily.
4. After eight tardies and/or six absences in a quarter, the teacher will contact the counselor who will make a personal contact with the parent about the consequences of such a pattern for the child and advise them of the district policy and legal ramifications of such a pattern.
5. Administrators will send personal letters quarterly to offending parents.
6. Referrals to the Attendance Intervention Team (AIT) will take place per district timeline/policy.
7. The school counselor will be responsible for ensuring that the timeline is followed and that all qualifying students are addressed in a timely manner.
8. Alarm clocks will be provided to students as appropriate.
9. An incentive program for on-time and regular attendance will be established by the Foundations team and implemented beginning the second quarter of the school year.

Person Responsible

Richard Dutton

Schedule

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

Evidence of Completion

Decrease in student tardies

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

Monitor the amount of incentives given and monitor FOCUS for data analysis of tardies

Person Responsible

Amy Lingren

Schedule

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

Evidence of Completion

Decrease in the amount of student tardies.

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

See AboMonthly statistics will be collected by the counselor to be shared with the leadership team. The data will show gradual improvement from second to fourth quarter leading to the desired goal of an 80% reduction in chronic absences and tardies during that time.ve

Person Responsible

Brandon Clayton

Schedule

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

Evidence of Completion

Only 20% of newly-retained students will have had tardy/attendance issues at the end of the school year.

G2. When students in the lowest 25% of their grade level in reading and math receive the proper interventions, 80% of them will show the equivalent of one year's growth as indicated on iReady, Achieve 3000 or FSA assessments. 1

G086377

G2.B1 1. Limited funding may not allow all qualifying students to receive in-school intervention or after school tutoring. 2. Students who qualify for after-school tutoring may have transportation issues which prevent them from participating. 3. Attendance issues may impact the success of interventions for some students. 2

B229539

G2.B1.S1 Students who are not progressing adequately in the regular, high-quality classroom are provided with some type of intervention -- an additional, smaller math or reading class, for example (tier two). 4

S242164

Strategy Rationale

Interventions are a school-wide framework for efficiently meeting the needs of all learners and improving student outcomes.

Action Step 1 **5**

1. Following baseline testing, the lowest 25% of all grade 3-5 readers will be identified and ranked by administration, the literacy coach and our reading interventionists.
2. Qualifying students will be placed in intervention groups according to need. They will receive either the Barton phonics program with Ms. Pedro or Leveled Literacy Intervention (LLI) with Ms. Kaleel, Mrs. Rinaman or Mrs. Kozlowski. These students will begin receiving the interventions by mid-September.
3. Teachers will be identified for delivering after-school tutoring by October 1 (reading and math).
4. The next tier of students needing reading remediation in grades 3-5 will be identified and invited to attend tutoring.
5. The lowest-scoring i-Ready math students in grades 3-5 will be identified and invited to attend tutoring.
6. Once students in grades 3-5 are placed in tutoring by Oct. 15, any extra slots will be allocated to second graders with the lowest i-Ready scores who are able to stay late after school.
7. A portion of our tutoring funds may be allocated to teachers opening their classrooms for i-Ready and Achieve 3000 student use from 7:30 to 8 a.m. daily.
8. The ELA and math Vertical Learning teams will meet to determine the materials to be used in after-school tutoring.
9. The computer lab will be open daily during Extended Day for student work on i-Ready and Achieve 3000.
10. Students with attendance issues may be dropped from any intervention by the principal to make room for a child who will attend regularly.

Person Responsible

Megan Kozlowski

Schedule

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

Evidence of Completion

1. Quarterly data will be charted and growth noted.
2. End of year statistics will show that plan goals were met.
3. Intervention/Tutoring report will be completed and published following the 2016-17 school year.

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

1. Quarterly data chats with administration will include the bottom quartile sub group.
2. The Literacy Coach will keep a chart of all data for students in tutoring and interventions (reading).
3. The assistant principal will collect and chart data for students in math tutoring.

Person Responsible

Brandon Clayton

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

1. Quarterly data will be charted and growth noted.
2. End of year statistics will show that plan goals were met.
3. Intervention/Tutoring report will be completed and published following the 2016-17 school year.

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

Determining small group instruction for Rtl based on all data during common planning or data chats

Person Responsible

Amy Lingren

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Differentiated lesson plans in correlation with data.

G3. If teachers consistently implement the 4 Pillars of Excellent Instruction (Rigor, Student Ownership of Their Learning, Engagement, Knowledge of Content), and follow the curriculum guides, students' reading, math and science competency will improve. 1

G086378

G3.B1 1. Lack of experience using Saxon Phonics (program is new in primary grades this year) 2. Teachers may be reluctant to give up personal plan time to plan collaboratively as a grade level/subject area. 3. Lack of a math coach 4. Lack of fidelity in implementing guided reading daily 2

B229540

G3.B1.S1 Provide teachers with the professional development and the instructional support needed by conducting classroom walk-throughs and observations and providing them with immediate feedback. 4

S242165

Strategy Rationale

This will help teachers to provide skills and strategies needed to meet the needs of all learners.

Action Step 1 **5**

1. Make sure all K-2 teachers have had Saxon materials training
2. Provide multiple days for common planning for most team members on blue weeks.
3. Appoint a math lead teacher to bring back all math information to share from math trainings and Instructional Implementation Team meetings. Provide substitute coverage so she can attend trainings/meetings.
4. Administrators will conduct lesson plan checks weekly to ensure that guided reading instruction occurs daily. Team leaders will regularly discuss guided reading implementation as part of their collaborative planning sessions.
5. Team leaders are required to view the Monday Morning Message weekly to guide team planning and curriculum implementation.
6. Administrators will use the 4 Pillars to focus their classroom observations with more veteran teachers who have Effective and Highly Effective ratings.
7. The IIT team will conduct regular classroom walk-throughs as a group or individually when needed and debrief their observations to determine teacher and/or group “next steps”.
8. For professional growth, teachers will be encouraged to visit other teachers’ classrooms and will be provided subs to do so when requested.
9. WOW sessions will be based on individual and small group teacher needs supported by school and district subject specialists.
10. A professional development needs survey will be distributed and collected first quarter to determine on which topics teachers need training. Small group workshops will be offered to meet the differentiated needs of the faculty.
11. Administrators will support the implementation of a “flipped model” co-teach classroom to better accommodate the individual learning levels, paces and learning styles of our students. Heavy use of technology will also support our magnet theme (technology) by showing how our school is “different” from others.
12. A science resource specialist will serve as a science expert, coach and lab instructor to improve teacher planning and delivery of effective science instruction. Students will receive special investigative lessons with her in the science lab every other week.
13. All data will be collected, analyzed and charted by each teacher for each of his/her students. Instructional goals for each child will be established based on this data. The teacher’s instruction and plans will show clear and specific evidence of differentiation based on data. This will be a major focus during the teacher evaluation process for 2016-17.
14. Teachers will be encouraged to provide opportunities for students to take an active role in setting personal instructional goals, charting their progress and reporting their progress to their parents during student-led conferences in grades 3-5.

Person Responsible

Amy Lingren

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

1. Administrators will monitor lesson plans and instruction during classroom walk-throughs.
2. Quarterly data chats will determine teacher skill at engaging with their student data.
3. Class walk-through observations will be debriefed by the IIT.
4. A list of teachers engaged in peer observations will be compiled. These observations can be used in IPDP plan development.
5. WOW session agendas will be compiled.
6. A series of workshops will be

held and attendance records kept that reflect the staff needs from the PD surveys. 7. The success of the flipped classroom model will be determined by satisfaction data from student and parent surveys and academic achievement data of students.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

TNTP data survey to determine if all PD is beneficial and contributing to teacher success

Person Responsible

Amy Lingren

Schedule

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

Evidence of Completion

TNTP results

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Walk-through analysis and monitoring if the action plan for next steps are completed

Person Responsible

Amy Lingren

Schedule

On 6/2/2017

Evidence of Completion

Increase in evidence seen during walk-throughs

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.MA1 M323446	Pull monthly report via FOCUS to accurately report students that are chronically tardy/absent.	Dutton, Richard	8/15/2016	Total number of tardies/absences will decrease by 5% each month.	6/2/2017 one-time
G2.MA1 M323449	Data will be monitored monthly to chart progress of students in the bottom quartile.		8/15/2016	Performance Matters Data, Teacher Data, and Student Data Notebooks	6/2/2017 one-time
G3.MA1 M323452	Review lesson plans and data.	Lingren, Amy	8/15/2016	Evidence seen during walkthroughs, observations, and reviewing lesson plans.	6/2/2017 one-time
G1.B1.S1.MA1 M323444	See AboMonthly statistics will be collected by the counselor to be shared with the leadership team....	Clayton, Brandon	8/15/2016	Only 20% of newly-retained students will have had tardy/attendance issues at the end of the school year.	6/2/2017 monthly
G1.B1.S1.MA1 M323445	Monitor the amount of incentives given and monitor FOCUS for data analysis of tardies	Lingren, Amy	8/22/2016	Decrease in the amount of student tardies.	6/2/2017 weekly
G1.B1.S1.A1 A313438	1. Teachers will accurately report absences and tardies daily by 10 p.m. 2. The homeroom teacher...	Dutton, Richard	8/15/2016	Decrease in student tardies	6/2/2017 monthly
G2.B1.S1.MA1 M323447	Determining small group instruction for RtI based on all data during common planning or data chats	Lingren, Amy	8/15/2016	Differentiated lesson plans in correlation with data.	6/2/2017 every-3-weeks
G2.B1.S1.MA1 M323448	1. Quarterly data chats with administration will include the bottom quartile sub group. 2. The...	Clayton, Brandon	8/15/2016	1. Quarterly data will be charted and growth noted. 2. End of year statistics will show that plan goals were met. 3. Intervention/Tutoring report will be completed and published following the 2016-17 school year.	6/2/2017 every-3-weeks
G2.B1.S1.A1 A313439	1. Following baseline testing, the lowest 25% of all grade 3-5 readers will be identified and...	Kozlowski, Megan	8/15/2016	1. Quarterly data will be charted and growth noted. 2. End of year statistics will show that plan goals were met. 3. Intervention/Tutoring report will be completed and published following the 2016-17 school year.	6/2/2017 weekly
G3.B1.S1.MA1 M323450	Walk-through analysis and monitoring if the action plan for next steps are completed	Lingren, Amy	9/5/2016	Increase in evidence seen during walk-throughs	6/2/2017 one-time
G3.B1.S1.MA1 M323451	TNTP data survey to determine if all PD is beneficial and contributing to teacher success	Lingren, Amy	8/15/2016	TNTP results	6/2/2017 quarterly
G3.B1.S1.A1 A313440	1. Make sure all K-2 teachers have had Saxon materials training 2. Provide multiple days for...	Lingren, Amy	9/26/2016	1. Administrators will monitor lesson plans and instruction during classroom walk-throughs. 2. Quarterly data chats will determine teacher skill at engaging with their student data. 3. Class walk-through observations will be debriefed by the IIT. 4. A list of teachers engaged in peer observations will be compiled. These observations can be used in IPDP plan development. 5. WOW session agendas will be compiled. 6. A series of workshops will be held and attendance records kept that reflect the staff needs from the PD surveys. 7. The success of the flipped classroom model will be determined by satisfaction data from student and parent surveys and academic achievement data of students.	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. When students in the lowest 25% of their grade level in reading and math receive the proper interventions, 80% of them will show the equivalent of one year's growth as indicated on iReady, Achieve 3000 or FSA assessments.

G2.B1 1. Limited funding may not allow all qualifying students to receive in-school intervention or after school tutoring. 2. Students who qualify for after-school tutoring may have transportation issues which prevent them from participating. 3. Attendance issues may impact the success of interventions for some students.

G2.B1.S1 Students who are not progressing adequately in the regular, high-quality classroom are provided with some type of intervention -- an additional, smaller math or reading class, for example (tier two).

PD Opportunity 1

1. Following baseline testing, the lowest 25% of all grade 3-5 readers will be identified and ranked by administration, the literacy coach and our reading interventionists. 2. Qualifying students will be placed in intervention groups according to need. They will receive either the Barton phonics program with Ms. Pedro or Leveled Literacy Intervention (LLI) with Ms. Kaleel, Mrs. Rinaman or Mrs. Kozlowski. These students will begin receiving the interventions by mid-September. 3. Teachers will be identified for delivering after-school tutoring by October 1 (reading and math). 4. The next tier of students needing reading remediation in grades 3-5 will be identified and invited to attend tutoring. 5. The lowest-scoring i-Ready math students in grades 3-5 will be identified and invited to attend tutoring. 6. Once students in grades 3-5 are placed in tutoring by Oct. 15, any extra slots will be allocated to second graders with the lowest i-Ready scores who are able to stay late after school. 7. A portion of our tutoring funds may be allocated to teachers opening their classrooms for i-Ready and Achieve 3000 student use from 7:30 to 8 a.m. daily. 8. The ELA and math Vertical Learning teams will meet to determine the materials to be used in after-school tutoring. 9. The computer lab will be open daily during Extended Day for student work on i-Ready and Achieve 3000. 10. Students with attendance issues may be dropped from any intervention by the principal to make room for a child who will attend regularly.

Facilitator

Dr. Amy Lingren, Principal; Megan Kozlowski, Reading Coach; and Brandon Clayton, Assistant Principal

Participants

1. Tutors and interventionists will be trained on the programs/materials they are using with their students. 2. Teachers will be trained on data collection and analysis and will demonstrate their level of knowledge during quarterly data chats with administrators.

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	<p>1. Teachers will accurately report absences and tardies daily by 10 p.m. 2. The homeroom teacher will call home after four tardies and/or four absences within a three week period. 3. Office staff will address students and parents of chronically absent/tardy students as they sign in daily. 4. After eight tardies and/or six absences in a quarter, the teacher will contact the counselor who will make a personal contact with the parent about the consequences of such a pattern for the child and advise them of the district policy and legal ramifications of such a pattern. 5. Administrators will send personal letters quarterly to offending parents. 6. Referrals to the Attendance Intervention Team (AIT) will take place per district timeline/policy. 7. The school counselor will be responsible for ensuring that the timeline is followed and that all qualifying students are addressed in a timely manner. 8. Alarm clocks will be provided to students as appropriate. 9. An incentive program for on-time and regular attendance will be established by the Foundations team and implemented beginning the second quarter of the school year.</p>				\$550.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2760	239-Other	2331 - Lone Star Elementary School	General Fund		\$550.00
Notes: Alarm Clocks for students. Items for incentive program.						
2	G2.B1.S1.A1	<p>1. Following baseline testing, the lowest 25% of all grade 3-5 readers will be identified and ranked by administration, the literacy coach and our reading interventionists. 2. Qualifying students will be placed in intervention groups according to need. They will receive either the Barton phonics program with Ms. Pedro or Leveled Literacy Intervention (LLI) with Ms. Kaleel, Mrs. Rinaman or Mrs. Kozlowski. These students will begin receiving the interventions by mid-September. 3. Teachers will be identified for delivering after-school tutoring by October 1 (reading and math). 4. The next tier of students needing reading remediation in grades 3-5 will be identified and invited to attend tutoring. 5. The lowest-scoring i-Ready math students in grades 3-5 will be identified and invited to attend tutoring. 6. Once students in grades 3-5 are placed in tutoring by Oct. 15, any extra slots will be allocated to second graders with the lowest i-Ready scores who are able to stay late after school. 7. A portion of our tutoring funds may be allocated to teachers opening their classrooms for i-Ready and Achieve 3000 student use from 7:30 to 8 a.m. daily. 8. The ELA and math Vertical Learning teams will meet to determine the materials to be used in after-school tutoring. 9. The computer lab will be open daily during Extended Day for student work on i-Ready and Achieve 3000. 10. Students with attendance issues may be dropped from any intervention by the principal to make room for a child who will attend regularly.</p>				\$138,717.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	120-Classroom Teachers	2331 - Lone Star Elementary School	General Fund		\$47,940.00
Notes: School/district Operating funds will provide the salary and benefits for one literacy coach who will be coordinating the reading intervention and tutoring programs AND will teach the two lowest grade three reading intervention LLI groups.						

Duval - 2331 - Lone Star Elementary School - 2016-17 SIP
Lone Star Elementary School

	0000		2331 - Lone Star Elementary School	Other		\$18,506.00
			<i>Notes: Full Service Schools/United Way grant funds will be used to pay for grade 3-5 reading and math tutors (after school).</i>			
	0000	239-Other	2331 - Lone Star Elementary School	School Improvement Funds		\$111.80
			<i>Notes: District tutoring funds will be used to purchase needed materials for tutoring.</i>			
	0000	100-Salaries	2331 - Lone Star Elementary School	Title I, Part A		\$72,160.00
			<i>Notes: Title 1 funds will be used to provide salaries and benefits for one full time reading interventionist and two part-time reading interventionists.</i>			
3	G3.B1.S1.A1	<p>1. Make sure all K-2 teachers have had Saxon materials training 2. Provide multiple days for common planning for most team members on blue weeks. 3. Appoint a math lead teacher to bring back all math information to share from math trainings and Instructional Implementation Team meetings. Provide substitute coverage so she can attend trainings/meetings. 4. Administrators will conduct lesson plan checks weekly to ensure that guided reading instruction occurs daily. Team leaders will regularly discuss guided reading implementation as part of their collaborative planning sessions. 5. Team leaders are required to view the Monday Morning Message weekly to guide team planning and curriculum implementation. 6. Administrators will use the 4 Pillars to focus their classroom observations with more veteran teachers who have Effective and Highly Effective ratings. 7. The IIT team will conduct regular classroom walk-throughs as a group or individually when needed and debrief their observations to determine teacher and/or group “next steps”. 8. For professional growth, teachers will be encouraged to visit other teachers’ classrooms and will be provided subs to do so when requested. 9. WOW sessions will be based on individual and small group teacher needs supported by school and district subject specialists. 10. A professional development needs survey will be distributed and collected first quarter to determine on which topics teachers need training. Small group workshops will be offered to meet the differentiated needs of the faculty. 11. Administrators will support the implementation of a “flipped model” co-teach classroom to better accommodate the individual learning levels, paces and learning styles of our students. Heavy use of technology will also support our magnet theme (technology) by showing how our school is “different” from others. 12. A science resource specialist will serve as a science expert, coach and lab instructor to improve teacher planning and delivery of effective science instruction. Students will receive special investigative lessons with her in the science lab every other week. 13. All data will be collected, analyzed and charted by each teacher for each of his/her students. Instructional goals for each child will be established based on this data. The teacher’s instruction and plans will show clear and specific evidence of differentiation based on data. This will be a major focus during the teacher evaluation process for 2016-17. 14. Teachers will be encouraged to provide opportunities for students to take an active role in setting personal instructional goals, charting their progress and reporting their progress to their parents during student-led conferences in grades 3-5.</p>				\$84,050.41
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	140-Substitute Teachers	2331 - Lone Star Elementary School	General Fund		\$31,919.99

Duval - 2331 - Lone Star Elementary School - 2016-17 SIP
Lone Star Elementary School

			<i>Notes: Substitutes will be funded to provide release time for teachers to attend trainings, do peer observations and participate in classroom walkthroughs. Also, the math lead teacher will be provided a sub to attend district Instructional Improvement Team meetings.</i>			
	9800	590-Other Materials and Supplies	2331 - Lone Star Elementary School	Other		\$4,190.42
			<i>Notes: Operating funds were used to purchase specialized furniture and Zearn workbooks for the flipped classroom.</i>			
	0000	130-Other Certified Instructional Personnel	2331 - Lone Star Elementary School	Title I, Part A		\$47,940.00
			<i>Notes: Title I money was used to fund a science specialist.</i>			
					Total:	\$223,318.21