

Duval County Public Schools

Alimacani Elementary School



2016-17 Schoolwide Improvement Plan

Alimacani Elementary School

2051 SAN PABLO RD S, Jacksonville, FL 32224

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

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	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

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>.

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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 Alimacani Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The school's mission statement is: Where education is a treasure and every child is inspired to reach for their dreams.

b. Provide the school's vision statement.

The school's vision statement is: Alimacani Elementary School is committed to providing a rigorous curriculum that inspires each learner to acquire knowledge in a safe environment. Alimacani implements Standards-Based best-teaching educational practices that are imparted in an equitable manner in an effort to help each student realize their greatest level of academic, social, and physical achievement. Alimacani values the opportunity to foster relationships through communication among students, parents, educators, business partners and stakeholders.

2. School Environment

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

We embrace a diverse student population, by creating a demographic profile of each class, so that teachers can become familiar with students. Through family-friendly school activities such as the Fall Carnival, Spring Arts Festival, students are able to learn about a variety of cultures. Our school offers various activities for students to participate in such as Teachers of Tomorrow, Safety Patrols, grade level musical performances, as well as other activities. Additionally, teachers create activities for students to complete that will help them learn more about each child, as well as build a positive rapport with their students: All About Me Writing; Student Interest Survey; and Field Studies are several examples. Teachers initially meet their students at our annual Meet and Greet. Open House and in-class individual conferencing are other ways teachers build relationships with a variety of students.

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

Our school environment is a safe place for all of our students. We have adults visible and present throughout our school building before the school day begins. Upon entering the building, students are greeted and provided individual assistance as needed. Students who arrive before 8:00 a.m., participate in our Extended Day program. These students are greeted by an adult each morning, and they are gathered in a safe, structured learning environment. During the school day, students are escorted everywhere on campus, so the presence of an adult is always at the forefront of student safety and security. After school, students are escorted to their appropriate location for dismissal: Extended Day, car port, bus port, or walker area. Teachers and other adults ensure all students are safe and in their correct designated area. Our Foundations Team emphasizes the significance of building a rapport with students. Each week, the Foundations Team shares helpful tips with our teachers and staff about how to build a positive connection with students and improve adult-to-student interactions, as well as student-to-student interactions. Teachers understand the importance of a "new day" approach - what happened yesterday is over, and today each child is given a fresh start.

In addition, students who disrupt the educational process, are supported in a variety of ways. The

overall goal is to shape and change the student's behavior in a proactive and positive way through on-going parent communication, positive reinforcement/effective interventions, and adherence to the specific interventions included in the Code of Student Conduct.

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.

Our school follows all CHAMPs and Foundations protocols. In each classroom, teachers post (in a visible location) CHAMPs expectations for all activities. At the beginning of each school year (generally the first three weeks), teachers discuss CHAMPs expectations with students. Class rituals and routines are established during this time. Daily, as students transition from one activity to the next, teachers review and post the expected behavioral expectations for students to follow. As necessary, teachers reiterate the expectations for student compliance through positive reinforcement and/or class meetings (as needed). Foundations expectations are also reviewed with students. Students learn the procedures for all common areas at our school: arrival, dismissal, cafeteria, playground, assemblies in the multipurpose room, and any other activities that require consistent student supervision. All new teachers are trained in the CHAMPs and Foundations protocols.

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.

This year, Alimacani will have two school counselors that will visit classrooms throughout the school year to meet with students and teach lessons. The counselor will survey teachers to determine if there are any specific class needs or grade level needs that must be addressed with students, such as conflict resolution, name calling, teasing or harassing versus bullying, and a variety of other topics. The counselor also meets with students and/or small groups of children as necessary to address social issues/pressures and/or to dissolve any conflicts among students. The counselor also teaches students how to deal with their emotions when their sad, angry, hurt, or embarrassed. In addition, the counselor can recommend additional counseling services for children and their families as needed through the Full Service Schools Program, located at Sandalwood High School. Our school also has a Family Military Life Counselor who works specifically with military families and their children.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	0	4	6	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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

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

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

A variety of interventions will be used to improve the academic performance of students identified by the early warning signs and others who are on the cusp of being identified. Our ESE teachers, Reading Coach, Reading Interventionist, work with small groups of students using the blended learning platforms, targeted small group instruction available through Duval County Public Schools. Teachers tutor students before and after school providing extra intervention in Reading, Math and Science.

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

Our goal is to maintain a high percentage of parent/guardian/community involvement in school activities. We are aiming for at least 86% parent/community involvement in our school functions. We have many events throughout the school year, and our goal is to have as many families attend as possible. Before school begins, we invite parents to attend our Meet and Greet. This gives them a chance to meet their child's teacher and see their child's classroom before school begins. Additionally, we invite all of our parents to attend our Open House, which gives them an opportunity to talk with their child's teacher, see initial student work, and/or schedule a parent conference as needed. We notify our parents and community in many ways: school marquee, school website, flyers sent home with students, monthly school newsletter, class syllabus, home-to-school planners, announcements via intercom system, etc.

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.

Our Volunteer/Business Partner Liaison reaches out to businesses in our community through phone calls, face-to-face meetings, and formal letters to introduce herself and share information about our school. The liaison invites local businesses to our monthly Flag Raising and SAC meetings, as well as our Volunteer Orientation Breakfast at the beginning of the school year and our Volunteer Brunch at the end of the school year. Businesses that partner with our school complete a Business Partnership Agreement Form. Once a relationship is established, we acknowledge any and all contributions made to our school: in-kind donations, financial donations, student incentives, supplies for teachers' classrooms,

and etcetera. We recognize our business partners in our monthly Tribune newsletter, through our school website, and on our school marquee. Some of our loyal business partners are PDQ, Rosina's Bistro, Moe's Southwest Grill, Chick-fil-A, and Publix Supermarket. A few of our partners are faith-based; Christ Church and Coastal Baptist Church.

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
Stalls, Kathy	Principal
Kasper, Angela	Assistant Principal
Ferlita, Cheryle	Instructional Coach
Shairs, Nishi	Assistant Principal
Remley, Melissa	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.

Administrative Team (Ms. Stalls, Ms. Kasper & Ms. Shairs) - provide a common vision for the use of data-based decision making, monitors the implementation of classroom instruction, RtI, small differentiated groups, conducts assessment skills of school staff, ensures the implementation of intervention supports and documentation requirements, reviews student data, meets with MTSS/RtI members, communicates with parents regarding school-based plans and activities. The administrative team ensures rigorous, standards-based instruction happens in the classroom, and supports continuous professional development opportunities for all teachers. The administrative team identifies the needs of students while working with district and school personnel to identify intervention strategies, assists in the design and implementation of progress monitoring processes, data collection and data analysis, and provides support for the administration of various assessments.

Foundations Team (Ms. Remley, Grade Level Representatives/School Counselor/Administrators) - provides information pertaining to school wide and classroom student safety and behavior management, participates in the collection and analysis of behavioral data, provides professional development to staff, and collaborates with community support staff members to target behavioral interventions utilizing the MTSS/RtI problem solving model.

Literacy Coach (Cheryle Ferlita) - provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, Tier 3 interventions, and offer professional development and technical assistance.

Mentors/Community Support Members (Susan Rewis) - identifies systemic patterns of student need while working with classroom teachers and district personnel to identify appropriate, evidence-based intervention strategies, provide assistance in determining RtI Interventions and implementation for

progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for data collection/analysis.

School Counselors - (Ms. Rainey & Ms. Johnson) provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior. Establishes agendas and directs MTSS/RtI Problem Solving school-based leadership team meetings in an effort to remain focused on targeted student needs and accountability. Updates and Maintains the School-Based MTSS/RtI Grade Level Tracking Spreadsheets.

School Psychologist/Admissions Representative/Placement Support /Social Worker (Mr. Yang, Ms. Hicken, Ms. Dean) - provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior.

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 meets to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. Common Planning is led by the leadership team where data chats are held with participants from each grade level, content area, focusing on student growth. Leadership team acts as liaisons for the implementation of the MTSS/RtI Problem Solving Model at the school level and receives ongoing training which they impart to the school, provide intervention services based on targeted programs at the district/school level, conduct systemic meetings in an effort to make decisions based on a continuum of student needs, track student progress and collaborate in using data to make decisions about interventions and strategies that support student needs through the problem solving process.

We do not have Title I funds to facilitate school improvement activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katherine Stalls	Principal
Kenyatta Register	Parent
Barbara (Ann) Mimms	Education Support Employee
Jeneen Bayley	Parent
Alison Myers	Parent
Lynn Rogers	Parent
Jerry Bott	Parent
Kay Hawkins	Parent
Amanda Sullivan	Parent
Erin Scott	Business/Community
Nataliya Miller	Parent
Kristin Davis	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Our School Improvement Plan was reviewed with our SAC during several meeting sessions last year. The team was given a copy of the plan and asked to provide feedback/suggestions as applicable. The process of how the plan was developed, along with how the academic goals were established was explained. All portions of the plan was reviewed with the SAC Team.

b. Development of this school improvement plan

School wide data, including Spring 2015 FSA & FCAT 2.0 results, have been shared with the SAC Team. The team was notified of new computer-based resources that will be used this year to increase students' reading and math proficiency. The SAC Team was asked to provide input about how to improve student achievement. Additionally, the School Advisory Council will determine resources/materials that could increase student achievement.

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

The SAC Team is notified of the annual budget, including any SAI Funds, to determine how these funds will be used to promote student achievement. The annual budget is shared with the SAC, and feedback/suggestions are provided from members. Additionally, any members with questions about the budget process, changes made to the school based on budget updates, and/or funds available at the school level can seek clarification at our monthly meetings.

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

The projected use of School Improvement Funds will support literacy within our school. The funds will be used to purchase Books of the Month for classrooms the duration of the school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Christine	Teacher, K-12
Cartlidge, Elizabeth	Teacher, K-12
Greer, Virginia	Teacher, K-12
Philpp-Edmonds, Debbie	Teacher, K-12
Stalls, Kathy	Principal
Kasper, Angela	Assistant Principal
Ferlita, Cheryle	Instructional Coach
Shairs, Nishi	Assistant Principal

b. Duties

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

One important initiative this year is to continue to gain a deeper understanding of the Florida Standards, analyze data in order to differentiate our small groups, and alignment of the instruction to assessments.

Professional Development Opportunities Focus: Job embedded coaching opportunities and Reading/ Professional Development will be provided with an emphasis on planning and delivering lessons that ensure the use of complex texts and appropriately rigorous tasks. Tasks to include listening speaking reading and writing in the areas of vocabulary development, comprehension and foundational skills (to include, where appropriate, print concepts, phonological awareness, phonics, word recognition, and fluency).

Additionally, teachers will receive opportunities to collaborate within and across grade levels to examine student work thus ensuring a complete understanding of the grade by grade trajectory expected with the implementation of Florida Standards and the district curriculum.

Alimacani will have a Reading Challenge which will be a focus for the Literacy Leadership Team. At Alimacani, we know that the best way to promote literacy is to make the experience enjoyable to students. We will continue to promote a love of reading while celebrating Reading.

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.

Our school has developed a master schedule that will allow common planning time among grade level teachers, as well as vertically among subject-area teachers. Our Early Dismissal days allow for Lead ELA/Math/Science Teachers to share information with other educators. Our Early Dismissal days and planning days allow for teachers to collaborate with each other to develop/plan lessons, create academic assessments, and/or evaluate students' performance on school-based/district/state assessments. During

this time, Lead ELA, Math and/or Science Teachers share information and updates with teachers from their most recent district professional development training (Instructional Improvement Team (IIT). In addition, teachers learn about district protocols, such as the four academic pillars, student work protocols, rigorous implementation of academic standards, and other pertinent activities through virtual early release meetings. Administrators lead, as well as participate in these professional development meetings to ensure meaningful tasks are being accomplished, as well as to answer teacher's questions regarding student learning and/or district academic requirements. DCPS develops Virtual Early Dismissal training session that all teachers will view during some Early Dismissal training days as well as common planning.

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

Alimacani follows the district recruiting guidelines. Alimacani's expectation is for all teachers to add to their bank of professional development by attending school-based and district-based virtual early dismissal training opportunities. Mentors are assigned to work extensively in an effort to support new staff members to Alimacani. Grade level and department team mentors provide support for new staff members through on-going meetings. Teachers in need of assistance are identified through performance evaluations and data indicating low student performance. Teachers are required to submit quarterly student data that promotes the current status of their instructional program. Staff members responsible for teacher recruitment and retention are: principal, assistant principals, mentor teachers and lead academic teachers.

In addition, our school works collaboratively with the University of North Florida, Jacksonville University, Florida Mechanical and Agriculture University and Florida State College at Jacksonville to host interns finalizing their course of study to become teachers and pre-interns obtaining on-going field experience. As a result of our connections with surrounding colleges/universities, Alimacani has the opportunity to recruit teachers with current research-based training and those who are acclimated to our school community.

Our school principal, along with our professional development facilitator, lead the Mentoring and Induction for Novice Teachers (MINT). In addition, they also ensure experience teachers who need additional support are provided opportunities to improve and develop. MINT participants have regularly scheduled meetings to review district expectations, as well as to address their specific needs and concerns. Teachers are given the opportunity to observe their peers and participate in professional learning communities. Furthermore, this allows all teachers to grow and develop highly-effective instructional practices. Professional development opportunities are provided for all staff members to enhance continuity and develop high-quality teachers.

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

Beginning teachers fill the requirements of Mentoring and Induction for Novice Teachers (MINT) Program. Mentors are paired with new teachers as applicable - by grade level and/or subject. Mentors meet with novice teachers very often (several times in the course of a week) to provide support and direction. Mentors also observe novice teachers and provide feedback about their instructional delivery, lesson plan development, student engagement, and/or other attributes. Our school provides ongoing support to make certain each teacher feels a part of the learning community.

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.

District Academic Staff has selected research-based academic programs and resources that are aligned to Florida Standards in all subject areas. All teachers received a copy of the Florida Standards for their subject area(s). Student work protocols, coupled with rigorous implementation of Florida Standards, increases student engagement, understanding of concepts and ownership during academic lessons. The district has created a Curriculum Guide for each subject area, with an emphasis on specific Florida Standards that must be taught and assessed each grading period. Curriculum Guides and related District Assessments, ensure students are mastering academic standards during the course of the school year. As well, formative and summative assessments are aligned with Florida Standards. On-going analysis of assessments helps educators determine next steps, as well as differentiation techniques to implement with students.

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.

On-going data analysis helps teachers identify the academic needs of students. Based on data results, teachers can determine which standards students need to practice more, coupled with specific students that may need small group instruction. Various teachers provide additional academic support to students before and after school, as well as through in-class differentiation of the standards.

Teachers must determine the academic weaknesses of students, through the analysis of student work/student assessments. As a result, teachers develop additional practice opportunities for students who are having difficulty attaining a proficient or advanced level on state assessments. Teachers will pull students one-on-one or in small group sessions, provide additional skills practice for students to complete at home, and/or have students work with support staff members to build academic skills in the areas of deficiency.

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

Strategy: Extended School Day

Minutes added to school year: 720

Extended Day is a pay program for students before and after school. Students are able to work on home learning and enrichment activities between the hours of 7:00 a.m. - 8:00 a.m. and after school from 3:00 p.m. - 6:00 p.m.

Strategy Rationale

Extended Day helps students continue their learning from the regular school day and gives them extra time to work on strategies learned during the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kasper, Angela, kaspera@duvalschools.org

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

Achieve 3000, i-ready reading and math data will be monitored for the after school extended day students.

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.

We currently have four pre-kindergarten classrooms, for students with disabilities, and one VPK blended classroom. Our teachers provide ongoing instructional and behavioral support to our students. Teachers assess students' academic progress through a host of diagnostic tests, including the Battelle Developmental Inventory. Teachers incorporate a variety of learning activities that infuse multiple modalities in an effort to develop the whole child. Activities are inclusive of but not limited to read alouds, language and literacy development, centers/skills block, fine motor skills development, basic math concepts and Everyday Calendar Math, computer activities, and/or other developmental activities.

As well, we provide support to our kindergarten students and families. During the spring and summer of each school year, we provide tours for our incoming kindergarten students and families. This gives them a chance to walk the campus, meet core school community members, and ask questions about the total school program. Moreover, we host a Meet and Greet for all of our grade levels. However, especially for kindergarten parents and students, we host a special kindergarten orientation, which allows parents to learn more about the school directly from the principal. While the principal is meeting with parents and sharing information about our school, the incoming kindergarten students are in the classroom with their teacher reading a book and working on a student-friendly craft project. The students love this, and it gives our teachers a chance to make an initial connection with our new students and parents time to actively listen to rituals/routines regarding Alimacani Elementary School.

In addition, near the end of the school year fifth grade students are given the opportunity to visit several middle schools in the surrounding area, including Fletcher Middle School and Landmark

Middle School. Students are able to tour the school and find out about various clubs, sports and extracurricular activities available to them, as well as learn ways to effectively transition from elementary school to middle school. Additionally, our fifth graders complete a career interest inventory that works to guide them in the appropriate elective classes of their interest in middle school.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Alimacani professionals utilize data to effectively plan and implement rigorous differentiated instruction through whole group, small group and individual instruction for all students in ELA, Math, and Science, then student achievement including but not limited to; bottom quartile and struggling students, will improve as evidenced by a minimum of one year growth as measured by the post diagnostic assessments.
- G2.** If Alimacani classrooms are focused on a positive culture and climate then student achievement will increase.

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 Alimacani professionals utilize data to effectively plan and implement rigorous differentiated instruction through whole group, small group and individual instruction for all students in ELA, Math, and Science, then student achievement including but not limited to; bottom quartile and struggling students, will improve as evidenced by a minimum of one year growth as measured by the post diagnostic assessments.

1a

G086413

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	80.0
Science Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of differentiation of all students. Teacher understanding how to analyze data in order to meet the needs of all learners. Fourteen new faculty members this school year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monthly data for each class, identifying Reading/Math/Science proficiency levels and growth scores.
- Other resources include district-based Curriculum Guides with Florida Standards, District and Grade Level Reading/Math/Science Assessments, DAR Assessment, i-Ready Reading/Math Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group and/or other applicable Reading/Math/Science resources. Utilize common planning to collaborate with grade levels and vertical teams. Utilize Reading Coach and Administrators to support teachers differentiated instruction lesson plans and small group instruction.

Plan to Monitor Progress Toward G1. 8

Achieve 3000, i-Ready Reading/Math results, Science baselines along with assessments (formative and summative) will be collected and reviewed. Any additional assessment data that could be used to track students' progress will be collected.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Formative and summative Reading/Math/Science assessment results - end of the year Florida Standards Assessments data. Classroom observations, student work.

G2. If Alimacani classrooms are focused on a positive culture and climate then student achievement will increase. 1a

G086414

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	8.0

Targeted Barriers to Achieving the Goal 3

- New faculty/staff members have not been trained in Foundations, PBIS, and Rtl.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselors, School-wide CHAMPs implemented with fidelity and Rtl Leadership Team
-

Plan to Monitor Progress Toward G2. 8

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

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 Alimacani professionals utilize data to effectively plan and implement rigorous differentiated instruction through whole group, small group and individual instruction for all students in ELA, Math, and Science, then student achievement including but not limited to; bottom quartile and struggling students, will improve as evidenced by a minimum of one year growth as measured by the post diagnostic assessments. **1**

 **G086413**

G1.B1 Teacher understanding of differentiation of all students. Teacher understanding how to analyze data in order to meet the needs of all learners. Fourteen new faculty members this school year. **2**

 **B229642**

G1.B1.S1 Provide teachers with specific achievement data for students in their classroom (including specific students' names). Ensure teachers are setting Reading/Math/Science goals with individual students and having data chats with them. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided Reading/Math/Science instruction, district/school based Reading/Math/Science programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using strategies/setting specific Reading/Math/Science goals with students that will impact their learning styles. Utilize virtual early dismissal and weekly common planning sessions with teachers to develop their teaching/learning to raise student achievement. **4**

 **S242287**

Strategy Rationale

Action Step 1 **5**

Track all students to monitor Reading, Math and Science improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Test data, Quarterly Report Cards, and/or grade level Reading/Math/Science assessments, i-Ready Reading and Math, Achieve 3000 data, Classroom Observation Feedback.

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

There will be an on-going review and implementation of Reading/Math/Science instruction for students not making Reading/Math/Science proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Baseline, Quarterly, mid/end of the year assessment results on district diagnostic assessments.

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

Utilize the District Aligned Professional Development Learning Cycle, IIT, classroom walkthroughs, common planning and observations.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Teacher common planning agendas, notes, classroom observations and student work.

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

Monitoring of monthly proficiency data will occur. Teachers will monitor specific students who are below Reading/Math/Science proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Baselines, Quarterly, Mid/End of the year Reading/Math/Science results from district diagnostic assessments.

G2. If Alimacani classrooms are focused on a positive culture and climate then student achievement will increase. 1

G086414

G2.B1 New faculty/staff members have not been trained in Foundations, PBIS, and Rtl. 2

B229643

G2.B1.S1 Student incident and behavioral RTi data will be reviewed to determine progress towards goal.

4

S242288

Strategy Rationale

Action Step 1 5

Mentor teachers and Rtl Leadership Team members will assist new faculty/staff with behavioral Rtl plans.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Behavioral incidents/Rtl reported quarterly to school counselor.

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

Quarterly review of student incidents and Rtl data.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Behavioral Rtl data will be reviewed quarterly.

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

Quarterly review of student incidents and Rtl data.

Person Responsible

Kathy Stalls










Schedule

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

Evidence of Completion

Behavioral Rtl data will be reviewed quarterly.

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.MA1  M323715	[no content entered]	Stalls, Kathy	8/24/2015		6/10/2016 monthly
G2.B1.S1.MA1  M323713	Quarterly review of student incidents and Rtl data.	Stalls, Kathy	8/24/2015	Behavioral Rtl data will be reviewed quarterly.	6/10/2016 quarterly
G2.B1.S1.MA1  M323714	Quarterly review of student incidents and Rtl data.	Stalls, Kathy	8/24/2015	Behavioral Rtl data will be reviewed quarterly.	6/10/2016 quarterly
G2.B1.S1.A1  A313597	Mentor teachers and Rtl Leadership Team members will assist new faculty/ staff with behavioral Rtl...	Stalls, Kathy	8/24/2015	Behavioral incidents/Rtl reported quarterly to school counselor.	6/10/2016 quarterly
G1.MA1  M323712	Achieve 3000, i-Ready Reading/Math results, Science baselines along with assessments (formative and...	Stalls, Kathy	8/15/2016	Formative and summative Reading/ Math/Science assessment results - end of the year Florida Standards Assessments data. Classroom observations, student work.	6/2/2017 quarterly
G1.B1.S1.MA1  M323709	Monitoring of monthly proficiency data will occur. Teachers will monitor specific students who are...	Stalls, Kathy	8/15/2016	Baselines, Quarterly, Mid/End of the year Reading/Math/Science results from district diagnostic assessments.	6/2/2017 monthly
G1.B1.S1.MA1  M323710	There will be an on-going review and implementation of Reading/Math/ Science instruction for...	Stalls, Kathy	8/15/2016	Baseline, Quarterly, mid/end of the year assessment results on district diagnostic assessments.	6/2/2017 monthly
G1.B1.S1.MA3  M323711	Utilize the District Aligned Professional Development Learning Cycle, IIT, classroom walkthroughs,...	Stalls, Kathy	8/15/2016	Teacher common planning agendas, notes, classroom observations and student work.	6/2/2017 quarterly
G1.B1.S1.A1  A313596	Track all students to monitor Reading, Math and Science improvements during the school year.	Stalls, Kathy	8/15/2016	Test data, Quarterly Report Cards, and/ or grade level Reading/Math/Science assessments, i-Ready Reading and Math, Achieve 3000 data, Classroom Observation Feedback.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If Alimacani professionals utilize data to effectively plan and implement rigorous differentiated instruction through whole group, small group and individual instruction for all students in ELA, Math, and Science, then student achievement including but not limited to; bottom quartile and struggling students, will improve as evidenced by a minimum of one year growth as measured by the post diagnostic assessments.

G1.B1 Teacher understanding of differentiation of all students. Teacher understanding how to analyze data in order to meet the needs of all learners. Fourteen new faculty members this school year.

G1.B1.S1 Provide teachers with specific achievement data for students in their classroom (including specific students' names). Ensure teachers are setting Reading/Math/Science goals with individual students and having data chats with them. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided Reading/Math/Science instruction, district/school based Reading/Math/Science programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using strategies/setting specific Reading/Math/Science goals with students that will impact their learning styles. Utilize virtual early dismissal and weekly common planning sessions with teachers to develop their teaching/learning to raise student achievement.

PD Opportunity 1

Track all students to monitor Reading, Math and Science improvements during the school year.

Facilitator

Reading Coach, Assistant Principals and Principal

Participants

Classroom Teachers

Schedule

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

G2. If Alimacani classrooms are focused on a positive culture and climate then student achievement will increase.

G2.B1 New faculty/staff members have not been trained in Foundations, PBIS, and RtI.

G2.B1.S1 Student incident and behavioral RTi data will be reviewed to determine progress towards goal.

PD Opportunity 1

Mentor teachers and RtI Leadership Team members will assist new faculty/staff with behavioral RtI plans.

Facilitator

Assistant Principals

Participants

Schedule

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

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	Track all students to monitor Reading, Math and Science improvements during the school year.	\$0.00
2	G2.B1.S1.A1	Mentor teachers and Rtl Leadership Team members will assist new faculty/staff with behavioral Rtl plans.	\$0.00
Total:			\$0.00