

Duval County Public Schools

Mamie Agnes Jones Elementary School



2016-17 Schoolwide Improvement Plan

Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Mamie Agnes Jones 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.

Mission:

To foster an environment of educational excellence for all students by developing the “whole child” through culturally diverse leadership experiences focused on personal growth, community pride, and global accountability.

b. Provide the school's vision statement.

Vision:

Every student is inspired to reach their fullest potential as the leader of their own destiny through positive choices and academic excellence.

2. School Environment

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

Mamie Agnes Jones Elementary faculty and staff learn about students' cultures and work to build positive relationships with students on a daily basis. Each year, MAJ faculty and staff partner with several area churches to host the Annual Backpack Giveaway. This is a fun-filled way to celebrate going back to school that brings the entire community together. In August, Orientation allows families to the opportunity to tour our school as well as meet/greet teachers and staff in a non-threatening way. By taking the time to develop personal relationships with families, we gain valuable insight into our children's lives. MAJ faculty use interest inventory surveys to develop a connection and a common language with students. MAJ teachers conference with students to set goals based on the student's learning desires in the first quarter and then based on data in the second through fourth quarter. Goal setting conferences held with both the student and the parent help us to develop the "family" atmosphere we strive for at MAJ. Every student at MAJ has a daily communication folder that goes from school to home and back to relay messages to parents about the school day and upcoming events. We also use School Messenger, our school website, and the MAJ PTO Facebook page to keep our community informed. Since the conception of the MAJ Leadership Academy, teachers focus on their personal strengths as well as developing the strengths of our students to find the leader within the individual child. Student's apply for leadership jobs that foster a deeper commitment to our school, their classroom, their classmates, and their teacher by helping each child recognize their value and contribution to our learning community. Teachers and volunteer community members are assigned to students who scored in the lowest quartile on FSA. Through the development of the new volunteer mentoring program called Pathways, MAJ faculty and community volunteers hope to increase the likelihood that struggling students will build the necessary relationship bonds that transcend grade levels and equate to student success.

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

Administrators hosted an MAJ PBIS Presentation to ensure that all common area rituals and routines were established beginning the first day of school. MAJ Faculty and Staff are posted to strategic positions around the campus to monitor children. In order to create that welcoming feeling on our entire campus, Coach Lowe greets students stepping off their buses. Mrs. Jordan, Ms. Almon, and School Ambassadors are stationed throughout the main hallways to greet parents and students as

they head to class. The MAJ Safety Patrol provide gentle ritual and routine reminders to students as they settle outside of their classrooms. Mamie Agnes Jones Elementary teachers lock their classroom doors as students enter to have breakfast in the classroom. At 8:45, all exterior doors are locked and all visitors are funneled through the office and must show identification. Students are expected to use a buddy system if leaving their classrooms so no one is alone. We have monthly fire drills and quarterly safety drills to ensure all stakeholder understand evacuation procedures. Each classroom teacher has a safety backpack that they grab in emergency scenarios. Inside the backpack are student's emergency contact information. Afternoon dismissal is highly structured to maintain order and safety. Car riders and walkers are dismissed at 2:50 to head to the cafeteria. Students are seated by grade and gender. Car riding students listen for their name to be called over the PA system in the cafeteria. Once the child hears their name called, they are directed to a Zone (1-4) to wait with an MAJ faculty member for their parent's vehicle. Students who ride a bus listen for their bus to be called over the walk-talkies while seated in the hallways by bus number. When student's hear their bus, they exit the main buildings and lineup in the breezeway. Mrs. Almon and fellow MAJ staff members organize students by bus and grade to accurately count students. We have an active PBIS team who reviews student survey data and participates in monthly meetings using the continuous improvement cycle to ensure that all common areas are safe for all students. All Fourth and Fifth Grade students have input through grade level focus groups and surveys on ways to improve of learning environment as we pilot the "Rights Respecting School" modeling from the UK here in Duval County.

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

The following school wide plan has been implemented and taught to students explicitly to develop the necessary habits of the mind and self. Expectations for all students at Mamie Agnes Jones are published in the DUVAL COUNTY CODE OF CONDUCT each year. However, school based rituals and routines presentations are developed and modeled for students during our back to school assemblies at the beginning of each year. MAJ students are also provided daily CHAMPs reminders within their classrooms.

At Mamie Agnes Jones Elementary, we believe that by creating a collaborative environment that includes parents, students, and teachers students develop the leader within by maintaining a positive attitude, role playing life skill situations, being respectful of each individual's right to learn. We work with students to help them to replace inappropriate behaviors with responsible behaviors through high engagement in our instructional core.

- All individuals in the school will treat all others with respect, concern, caring/empathy, and fairness.
- All individuals in the school will display good citizenship and acknowledge responsibility for their behavior.
- Students are expected to attend all classes, arrive on time, and actively engage in tasks.
- Teachers will present a meaningful curriculum in a captivating manner.
- Faculty and staff have the right and duty to model and teach the principles of character development modeling respect for others and taking responsibility for one's actions.
- The faculty and staff will establish and use behavioral consequences in an educational manner, helping students to appreciate the purpose of rules, the importance of making amends, and accepting responsibility for improving their own behavior.
- Students have the right to be treated with respect, to expect fair and consistent treatment from faculty, and to be able to voice and have their opinions questioned in a respectable forum.
- Students have the responsibility to be aware of and abide by school rules, regulations, and procedures.

Mamie Agnes Jones Elementary,
School Motto . . .

1. I will have respect for myself and others.
* enables students to learn to trust, be honest, and care for themselves and others.
2. I will be responsible for my words, my deeds, and my schoolwork.
* enables students to be actively involved in their own learning both mentally and physically.
3. I will strive to be a good citizen.
* enables students to think effectively and concentrate fully on their work.
4. I will consider my safety as well as the safety of others.
* enables students to feel secure and safe within the school environment.
5. I will maintain a positive attitude. * enables students to the equal opportunity to participate in class activities

MAJ's School Rules Against Bullying

1. We will not bully other students.
2. We will help students who are bullied.
3. We will include students who are left out.

DRESS CODE - THE CLASSROOM ATMOSPHERE MAY NOT BE DISRUPTED:

Students must maintain proper attire that complies with The Student Code of Conduct. A note to parent/guardians in the folders, a telephone call, or a note in student folders will be sent when students are not dressed in compliance with the code along with immediate correction of dress code violation. Students may select appropriate item from the MAJ clothes closet.

TARDY POLICY

Office Staff/Teachers will record tardiness in the attendance register. When a student has been tardy three times in a nine-week period or has three early check-outs, he/she will not be eligible for the perfect attendance award. If a student is absent five consecutive times in a nine-week period, he/she will be referred to the school office and/or county truancy office. Students are considered tardy if they do not report to class on time.

CLASSROOM MANAGEMENT PLAN

Appropriate behavior is expected of all students at Mamie Agnes Jones Elementary. The DCPS Elementary Code of Student Conduct will be used as a guide to make all disciplinary decisions. As a school we have implemented a standardized classroom management plan in Pre-Kindergarten through Grade 5. This plan will provide a visual reminder to students of the rewards and consequences for appropriate and inappropriate behaviors. The plan is as follows:

Every K-2 classroom will have a conduct chart with color-coded cards or pictures. Students will be required to flip a card or move a clip when he/she behaves inappropriately and will receive the corresponding classroom consequence. Each student will have a "daily" folder that will have a calendar inside. At the end of the day, teachers will sign the student's calendar according to their behavior for the day. The parent will sign the calendar each night (primary)/weekly (intermediate) and the teacher will check it. Students may be required to have their daily conduct grade changed at dismissal if behavior warrants such by any adult. This folder is an important communications tool we have with parents. Every class will post CHAMPS posters for classroom rituals and routines. Students will be taught to adhere to these expectations school-wide. Common areas will post CHAMP expectations (hallways, cafeteria, dismissal zones). Daily conduct grades are awarded.

Level I Minor Offenses are handled in accordance with the DCPS Code of Conduct pages 10-12.

Interventions, Strategies and Responses to decrease learning Interruptions:

- a. Provide positive practice/modeling behavior
- b. Give a gentle verbal reprimand
- c. Use proximity corrections
- d. Used planned ignoring
- e. Keep a record of behavior
- f. Withhold a privilege
- g. Assigned time owed from recess
- h. Time out in another classroom
- i. Fill out behavior form or behavior
- j. Have students walk with you or move their seat
- k. Contact parent (phone, email, note home)
- l. Lower Citizenship Grade in Planners, folders and report card
- m. Check CHAMPS book and Teacher's Encyclopedia of Behavior Management. 100 Problems 500 Plans located in the Media Center for alternate strategies to help socialize our students.

Actions Taken by Referring Adult:

Use a "one-liner" (ex. "That is not OK. Keep your hands to yourself.")

Instructional/Verbal Correction

State that you will follow up

Parental Contact

Have student demonstrate or practice the rule

Restrict activity (time out for recess)

Time out in class or another classroom

Restitution

Planned Ignoring

Close Proximity

Other

Level II Intermediate Offenses are handled in accordance with the DCPS Code of Conduct pages 13 - 19.

The following actions may most likely occur during a visitation to the office with an administrator or designee... however, the severity and repetition of the referral will mandate the appropriate action taken.

*Counseling/Warning/Parent contacted and/or in school detention or time away from class.

*Restorative Justice.

*Loss of recess or lunch with class privilege or in school detention or before/after school detention. Parent written acknowledgement of school-wide discipline plan.

*Mandatory parent conference with teacher/administrator and in-school suspension for up to 3-5 days.

*In-school suspension for a day or more. Behavior Modification Plan written with parent/teacher and administrator. Please Note: In-school suspension is having the child assigned to another classroom or teacher during the day.

*SOS program.

*Out of school suspension/After School Suspension with Principal. Parent/ guardian may be requested to sit in class with student for at least one day upon return from out of school suspension for 1-5 days.

*Mandatory parent conference with teacher/ administrator. Out of school suspension for 3-10 days.

CLASS III Major Offenses are handled in accordance with the DCPS Code of Conduct pages 20 - 23. Level IV Zero Tolerance Offenses are handled in accordance with the DCPS Code of Conduct pages 24 -

SAFETY RULES FOR OUTDOOR PHYSICAL ACTIVITY or 30 minutes of daily organized physical activity . Teachers must be visible to children on the playground. They must position themselves around the playground, circulate and scan. Teachers must avoid standing or sitting in one location.

- Children may not wear backpacks while playing on equipment.
- Students should leave objects such as pencils, pens, and markers in the classroom.
- Shoelaces should be tied at all times.
- Equipment should be used only for the purpose it was designed. Students may not stand up in swings to swing. Students must be accompanied by adult at all times while a swing is in motion; they may not run in front or in back of the swings.
- Children should be encouraged to play actively without pushing, shoving, punching, pulling, or hitting other children.
- Jump ropes may be used only for jumping, and not for playing tug-of-war and other games; they should not be taken on other equipment.
- Do not throw rocks, dirt, sand or anything that may hurt others.
- Children shouldn't retrieve balls that are off the playground without permission from an adult.
- Children may not climb trees or fences.
- Children must stay away from dangerous areas, such as drains, trash receptacles, streams, ditches and electric areas.
- Contact touch sports are permitted, NO "tackle" anything. Tag should be played with two hands on a shoulder.
- Once on the playground, children may not re-enter the building except when directed to do so by a teacher.

PLAYGROUND RULES

Classes will adhere to assigned physical activity times to avoid overcrowding of playground areas and prevent unsafe interactions.

1. Walk to the playground with your teacher and wait for directions.
2. Stay in areas where your teacher can see you at all times.
3. Use all equipment properly.
4. Participate in activities safely.
5. If someone gets hurt or sick, go and tell the closest teacher immediately.
6. Go/Come immediately to your teacher when called.
7. Enter outdoor classroom area only when accompanied by the teacher.
8. Contact sports are not permitted.
9. Use positive problem solving techniques (rock, paper, scissors game)

RULES FOR THE HALLWAYS

1. Students will walk silently on the right hand side of the hall on the third tile from the wall.
2. All students will wait, quietly seated, outside their classroom each morning. Students will read/study until their teacher greets them at 8:20 a.m. for breakfast.
3. Students will be supervised and silent while utilizing the hallway restrooms.
4. All students must have a hall pass and K-5 students a buddy when leaving the classroom.

CAFETERIA BEHAVIOR PLAN

CAFETERIA DINING ROOM RULES:

1. Classes enter from main lobby doors and stay to the right on entering. Stop at blue line and await your turn to proceed.

2. Use Champs Level 0 while in line
3. Wait in line quietly, keeping your hands to yourself
4. Be courteous to others
5. Using Champs Level 1 while sitting at your table
6. Talk quietly to others next to or across from your seat
7. Raise your hand for help
8. Remain seated unless dismissed
9. Keep area around you clean
10. Wait for your class to be dismissed. Exit from side doors or main aisle to the right.

MONITORING SYSTEM – School Monitor daily tracking sheet

Each day classes will begin with the green cup visible. Classes can earn a trophy daily if they receive a green, a yellow, or a red will delay the classes team effort to receive a POP Party.

REWARDS and CONSEQUENCES

- 1st nine weeks all grades K – 5 10 trophies = Pop Party
- 2nd nine weeks K 10 trophies = Pop Party
- 2nd nine weeks 1 – 5 15 trophies = Pop Party
- 3rd nine weeks K 15 trophies = Pop Party
- 3rd nine weeks 1 – 5 20 trophies = Pop Party
- 4th nine weeks K 15 trophies = Pop Party
- 4th nine weeks 1 – 5 25 trophies = Pop Party

Classes receiving green each day for appropriate behavior will be recognized during the end of day announcements. Pop party prizes will be distributed by the designated School Monitor on the Friday after making the goal. Certificates will be given to each class who receives a POP Party.

1st 9 weeks Pop Party: Freezer Pops

2nd 9 weeks Pop Party: Tootsie Pops suckers

3rd 9 weeks Pop Party: Popcorn

4th 9 weeks Pop Party: Freezer Pops

****The top class in each grade level will receive an end of the year Pop-ular Pizza Party.****

CAFETERIA DINING ROOM PROCEDURES:

*School monitors will clean up each day for KG-5 classes by wiping down tables and encouraging students to clean up trash around themselves.

*Students are required by state and federal funding laws to show a meal card at each meal for funding purposes. Teachers are responsible for keeping up with student ID meal cards for students (the ring). When accompanying students to lunch, make sure all students are lined up in according to the cards.

*Teachers will review rules prior to proceeding to the cafeteria each day especially if class did not receive a trophy on the previous day.

*School Monitors will direct students to begin clean-up five minutes prior to the end of their lunch period.

*Teachers will adhere to the time schedule to ensure a smooth operation of the lunch time for all classes.

* Parents are invited to eat lunch with their student(s) if they have been cleared to volunteer.

*Teachers will walk their class to the door of the serving line each day.

CONSEQUENCES:

*Verbal warning.

- *Removal to the end of the table or another table with the lunch tray.
- *Removal to the designated time out lunch area.
- *Table/cafeteria on Silence.
- *Students committing Level II, III or IV offenses will be sent to the office for an administrator.

School Monitor Responsibilities:

Monitor students in the lunch line and at the tables

Enforce cafeteria rules

Utilize the behavior plan to remind students of the cafeteria rules.

Give each table receiving a green a trophy to take back to class as visual reminder of success.

Report out daily the recipients for great cafeteria behavior to the Principal or designee.

Track classes who have received the GOAL for incentives.

Deliver incentives during lunch period.

Teacher Responsibilities:

Support the School Monitors by reminding students of the rules and administering appropriate consequences for misbehavior.

Ensure that the students arrive to the cafeteria on time

Notify the cafeteria manager when the class will not be eating lunch in the cafeteria

Parent Responsibilities:

While eating lunch with your child, you will be allowed to sit with your student at another table. Please help your child to remember that while at school the cafeteria rules still apply to them.

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.

Mamie Agnes Jones Elementary is a proud recipient of the Community Eligibility Program (CEP). The CEP program allows all of our students to eat free breakfast and lunch. Each year, MAJ participates in vision screening and dental health screenings. We work to celebrate healthy and positive life choices with our "Red Ribbon Week" Themes sponsored by the ZIP committee. MAJ teaching staff and volunteer community members mentor students who previously scored in the lowest quartile on FSA. Community members, teachers and students create lasting bonds that transcend grade levels. Mrs. Montgomery, our School Counselor has created an "I need to see the Counselor" form that allows students to request a conference with her to discuss issues or concerns that may arise. Mrs. Montgomery surveys MAJ teachers prior to planning grade level guidance lessons.

In Kindergarten and First Grade, student leaders will be focused on developing personal leadership and being responsible for their choices through Learning for Life focus lessons. In Second and Third Grade, students will strive for a community leadership focus with service learning projects. Students in grades 4 and 5 will focus on developing personal or small group projects that address global needs of young children. Fourth and Fifth grade students will be participating in the development of Mamie Agnes Jones Elementary becoming a "Rights Respecting School" – sponsored by UNICEF to strengthen our inclusive and respectful school culture.

Students know that they can always ask to speak with an administrator. If Principal or Assistant Principal aren't available students are to leave a note requesting a conference so that administrators can make sure to see the child as soon as they are free. Through the addition of the MAJ Leadership Academy, we continue to build critical thinkers, creative problem solvers, and a community of learners who recognize the value of team spirit.

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.

The MAJ RtI Team members identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

The RtI team reviews many factors prior to deciding on what interventions would be most beneficial. One factor is attendance. Current data indicates that 72% or 300 students attend school on a daily basis and 28% or 115 students do not. Another factor is the number of suspensions (in/out of school). We have a total of 6 students who will need positive behavior interventions predominately in the intermediate grade. One of the six is EBD and requires support interventions. We also look at students that failed a core subject like Reading or Math. For the 2015-2016 school year, we have 2 kindergarten students who are repeating due to parental request. In third grade, we have one student who is retained due to grade failure in Math. Her Tier II interventions were not enough to push her skill ability forward to grasp the third grade math concepts and be able to apply them to problem sets. In fourth grade, we have another students who is repeating 4th grade due to failing grades in Math. She came to us in the last nine weeks of school with 3 F's. A final factor that we consider is whether or not students have previously scored a Level 1 on a statewide, standardized test. Data results for 2015 -2016 indicate that 10 out of 60 3rd grade students or 17% received a Level 1 score on FSA Reading. In fourth grade, 12 of the 69 students or 17% received a Level 1 score on the Reading FSA. In fifth, 25 out of 62 students or 40% received a Level 1 score on the Reading FSA.

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	15	26	19	23	15	17	0	0	0	0	0	0	0	115
One or more suspensions	0	2	2	2	4	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	3	5	10	2	4	30	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	4	14	16	0	0	0	0	0	0	0	34
	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	16	24	27	26	24	30	0	0	0	0	0	0	0	147

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

Best teaching practices are planned and implemented for all students with a special focus on students who exhibit one or more of the early warning signs. During the initial weeks of school, students take several baseline test and diagnostics that allow classroom and ESE teachers to formulate differentiated grouping to support students based on individual data. School Counselor comprises a list of students who are repeaters or who have been previously identified and have Response to Intervention paperwork already started. Administrators publish list of students that are considered bottom quartile to help classroom teachers target students for intervention. Administrators and classroom teachers meet to discuss the initial data and formulate a first quarter plan for student learning that includes scaffolding, peer tutoring, cooperative grouping experiences, and differentiated instruction.

During the first week of October, all students who fall into the bottom quartile for reading and math are assigned to a interventionist or an adult mentor. MAJ mentors are teachers who have previously had the child or school based staff who sign up to make a commitment to speak to the child daily and conference with them every two weeks about how the academics are progressing. This year we have also partnered with community members through PATHWAYS a mentoring program designed by a retired teacher who frequently volunteers his time on our campus. Mentors are encouraged to look for leadership opportunities in our building that encourage the child's self confidence and foster a sense of pride. Mamie Agnes Jones Elementary is partnering with Baldwin Middle Senior High School to participate in Teen Trendsetters Mentoring program that pairs high school mentors with third and fourth grade students who are two or more years behind their current grade level.

A computer lab schedule has been designed for bi-monthly practice sessions on i-Ready Reading and Math for grades K-2. Teachers have between 4-6 computers in their classrooms for differentiated student center rotations. We also have two mobile computer carts that are in circulation for grades 3-5 to encourage the use of Achieve 3000, I-ready Reading and Math during center rotations.

Before or after school tutoring is initiated on a voluntary basis by individual teachers to meet the needs of students in their classrooms. From October to February, MAJ sponsors an intensive, intermediate grade level tutoring for students who were pre-identified bubble students who are still under-performing based on end of Module Assessment data and teacher observations. The MAJ Extended Day Program supports school based educational efforts by offers tutoring and homework assistance to students whose parents enroll them in the after school care program.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317895>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

During the summer months, the MAJ leadership team reviews needs that surfaced during the previous school year. We decide whether or not the need will surface again and if we can think of a current business or church partnership that help us to fulfill the the need. We determine whether a school based partnership could enhance the students experience. We communicate the need to the MAJ PTO board and the MAJ SAC to see if collectively we can think of a business in our area that would be willing to support the educational need. The MAJ SAC members and the MAJ PTO Board members then begin to solicit a partnership on behalf of the school. On occasions, teachers use crowd funding sites to fulfill classroom based needs or find the funds for class projects. We also communicate needs to our school community through call outs or school memos. Educational partners are invited to attend the school based event that they helped to sponsor as well as receive a personal note of gratitude from the Administration or classroom teacher/students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jordan, Angela	Principal
Montgomery, Patricia	School Counselor
Bunker, Jill	Instructional Coach
Almon, Marla	Assistant Principal

b. Duties

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

Mrs. Jordan is the primary leader of Mamie Agnes Jones Elementary. She has integral ties to the community by having been a former MAJ student and by growing up in the community. Mrs. Jordan's work ethic is to lead by example. She is positive, enthusiastic, and promotes and the policies/goals of the DCPS School Board. Mrs. Jordan maintains her hand on the pulse by posting herself in the school entry each day to speak with students, teachers, parents, and community members as they enter the building. Under her guidance, the Leadership team frequently analyzes stakeholder data (Gallup Poll results and Parent/students survey results) to look for ways to improve Mamie Agnes Jones Elementary. Mrs. Jordan works with the School Advisory Counsel (SAC) and the Parent Teacher Organization (PTO) board to define, strengthen, and articulate the enduring values, beliefs, and community history that gives Mamie Agnes Jones Elementary its unique identity as a "home town" school. She leads the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. Mrs. Jordan believes that members of the school community who are affected by school based decisions should have input into the decision-making process, so the MAJ Shared Decision Making Committee is a key factor in the goals and strategic planning at Mamie Agnes Jones Elementary. Mrs. Jordan frequently shares insight from her own teaching experiences when conferencing with staff members and enjoys modeling lessons in classrooms. She encourages teachers to stretch professionally by encouraging them to identify a challenge within their classroom and to utilize their Individual Professional

Development Plan to research and implement strategies that help students grow academically and emotionally. Mrs. Jordan started the Indian Pay It Forward award to recognize teachers or staff members who go out of their way to help when they see a need. The Indian is passed on to a teacher or a staff member during early dismissal PD meeting by the presenter providing a brief description of why their recipient is deserving of the award.

Ms. Almon actively supports Mamie Agnes Jones mission and vision statements by coordinating her leadership efforts. She works in collaboration with the MAJ Leadership team to develop and maintain an effective educational program. Ms. Almon is encouraging, passionate, and promotes the policies and goals of the DCPS School Board. Ms. Almon supports the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. She is a key transformation figure at MAJ who leads the design of our testing climate and our PBIS team. She also leads or participates on SIP committees, SAC, PTO Board, and Shared Decision Making. Ms. Almon designs professional development to facilitate teacher's content knowledge by focusing on teacher feedback forms and student academic growth needs. Ms. Almon assist with coordinating transportation, custodial, cafeteria, and other school support staff to maintain the daily functioning of MAJ. On a daily basis, Ms. Almon is in classrooms observing or supporting the educational efforts of MAJ teachers. She offers insightful feedback or willingly models lessons in classrooms. Ms. Almon assists in leading the MAJ leadership team by explaining and interpreting school wide data to set instructional goals. She communicates these learning objectives to students, teachers, and parents through daily stakeholder conversations. She creates school wide incentives for growth and gains. Ms. Almon models and maintains high standards of professionalism and leads by example.

Mrs. Montgomery assists the leadership team by working to develop a positive, caring school atmosphere. She coordinates with administrative efforts to assess school-wide needs, reviews students and school-wide data results, as supports student recognition programs. She surveys the teachers by grade level at the end of each month to plan her guidance lesson for the following month. As students begin to practice decision making, communication, life skills, and character values Mrs. Montgomery aids teachers in developing their student's self-concept by focusing her guidance lessons on a "hot" topic issue for that grade level (Bullying, Career Awareness, Character Education, Problem Solving Skills, and Multicultural Awareness). Mrs. Montgomery supports the MAJ mission and vision by facilitating goal setting and positive decision making conversations with K-5 students. She leads the RtI team by developing and reviewing academic plans and support services. Mrs. Montgomery focused her efforts to support students and parents in the educational setting by providing conflict resolution services, individual/family/school crisis intervention, individual and small group counseling services, and by referring families to community resources. She head the Intervention team by helping administration identify and provide interventions to our children's academic and personal/social needs. She is essential to helping to remove learning barriers and promoting a successful learning environment.

Mrs. Bunker is an effective instructional facilitator who provides school wide coaching at Mamie Agnes Jones Elementary through well planned professional envelopment, explicit lesson modeling, and collaboration with teachers and administration. Mrs. Bunker collaborates with Mrs. Jordan and Ms. Almon regarding effective instructional practices that enhance the vision for school improvement at MAJ. She has worked to develop positive relationships with teachers through common goal setting conferences that focus on school wide data results and the school improvement plan. By offering support, feedback, and individualized professional learning based on non evaluative classroom observations, Mrs. Bunker systematically supports Professional Learning Communities. She attends district professional development, locates resources and materials that can be used to differentiate, and ensures that school improvement goals and interventions are implemented. Mrs. Bunker does whatever it takes to foster positive relationship within the school by mentoring students and providing incentives to increase student success.

Each day at MAJ provides new experiences and opportunities to creatively problem solve. By involving stakeholders, the Leadership Team can "model" the behaviors we wish to see repeated with students and colleagues. The knowledge, attitudes, and skills that MAJ students acquire in the areas of academic, personal and social development are the foundations for future success. By seeking to incorporate all stakeholders, there is an increased sense of empowerment and the potential to sustain our Leadership Academy long-term.

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 Mamie Agnes Jones Elementary school leadership team works to align personnel and resources in order to meet the needs of all learners and to maximize student outcomes.

During post-planning, the administrators host a "reflection" session. This session allows the leadership team to see what is working and what needs to be realigned or adjusted to yield maximum results in our student population. Our textbook chairperson (Bright/Almon) inventories our existing curriculum's teacher and students editions and makes a plan for additional needs. the SAC committee meets for a final time to close out the school year and to designate funds for projects based on reflection or school based data results. Teachers place their classroom supply order in preparation for the upcoming year.

Once our school based data comes in administration invites faculty and staff to attend a voluntary data chat to analyze our data and refine our efforts for the upcoming school year. A list of bottom quartile students is created so that when tutoring funding become available we can send invitations. Staff moves and additional school needs are determined during this session. Intensive professional development is then designed for every early dismissal day by the Leadership Team while maintaining our school choice focus of developing our "Leadership Academy".

During pre-planning the Leadership Team reviews all school wide-data and begins the process of creating the school improvement plan. Currently, all Mamie Agnes Jones Elementary staff members are all working to complete a book study of Teach with your Strengths that coordinates with our school choice theme builds the capacity to develop student leaders through the development of student strengths at Mamie Agnes Jones Elementary. Textbook Chairperson distributes TE's and student books to classrooms and makes the request for additional materials if necessary. Teacher supply order are distributed. SAC funds will be used to purchase books for teacher professional development to build academic vocabulary.

During Orientation and Open House, administrators convey mission and vision for upcoming school year. We invite parents to become active by volunteering, joining PTO, participating in SAC, or participating in school based events and activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Angela Jordan	Principal
Patricia Raymer	Teacher
Marla Almon	Education Support Employee
Julie Horton	Business/Community
Misty Sloan	Business/Community
Kimberly Sapp	Parent
Nancy Reddick	Parent
Adinah Johnson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviewed the 2015-2016 data of September 15, 2016 in a combined meeting that included the PTO Board, and community members during the annual Title 1 meeting and PIP Development. Proficiency continues to evade students at Mamie Agnes Jones Elementary. 2015-2016 beginning of the year data indicated that the majority of our students entered below grade level expectations. While all data reports indicate students have shown growth over time, the growth is not fast enough to close the academic gap from each child's entry point as evidenced by proficiency and growth/gain scores for the 2015-2016 Reading and Math FSA as well as the NGSSS Science test in 5th Grade.

b. Development of this school improvement plan

SAC reviewed the 2015-2016 Mamie Agnes Jones Elementary end of the year data in all state reporting categories. Current school baseline data from I-Ready for Reading and Math K-5, Achieve 3000 and Science were presented on September 15, 2016 by Angela L. Jordan, Principal. SAC, PTO, MAJ Leadership Team and various community members discusses implications and development of current goals for 2016-2017 allowing the SAC committee the opportunity to question or provide input towards the 2016-2017 goals.

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

Duval County follows the Staff Allocation Plan, at the end of 2014-2015, Principal Jordan reviewed the expected changes to staffing based on the proposed 2015-2016 budget. A review of the 12 day count showed a slight decrease to our enrolled by 20 students. All teaching positions were maintained by class size. Title 1 money was used to purchase the other .5 of our Media Specialist position to offer Code.org to all K-5 classes through a bi-weekly technology class. Title 1 funds were utilized to purchase a full time Reading Interventionist to increase the instructional time our lower performing students need to close the reading achievement gap. Title 1 funds were also used to purchase a part-time paraprofessional to support the small group instructional needs in K-1. Any remaining Title 1 funds were then utilized to purchase supplemental classroom materials per teacher request and content needs.

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

\$1,000.00 dollars of SAC funds were allocated to sponsor our Leadership Theme by purchasing books for teachers. Parent books will be purchased from Title I funds. Teachers and Parents will

participate in a Leader in Me book study.

\$400.00 dollars of SAC funds were allocated to sponsor the MAJ annual Reading Celebration. The funds were to used to purchase bounce houses for students who reached their reading goal for the 2015-2016 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
Jordan, Angela	Principal
Bunker, Jill	Instructional Coach
Almon, Marla	Assistant Principal
Montgomery, Patricia	School Counselor
Wilson, Joderia	Other
Canoura, Deborah	Teacher, Adult

b. Duties

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

1. Coaching/modeling for teachers who have less than 3 years on that grade level or in that content area.

Bunker - Instructional Coach, Canoura - PDF.

The Literacy Coach and Lead "mentor" teachers will model lessons, plan with colleagues and provide professional development to support teachers with less than 3 years on that grade level or in that content area.

2. Data analysis by benchmarks to purposely form instructional groups for classroom differentiation . The principal/designee will schedule monthly meetings with the SIP Reading Committee and Literacy Leadership Team to address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement.

The principal/designee will monitor the implementation of the district curriculum and share data from classroom observations to help the leadership team identify next steps for teacher professional development. The principal/designee will lead the decision-making process to identify areas of need in reading and help to identify resources to meet those needs.

The principal/designee and the Literacy Leadership Team will analyze student data, develop the school's action plan to address students' instructional needs, develop the school-wide reading professional development plan, write the reading section of the school improvement plan, plan school-wide literacy events and schedule time for all teachers to visit the reading model classrooms.

3. Explicit vocabulary instruction professional development.

The Literacy Coach and Lead teachers will model lessons based on Marzano's six-steps to effective vocabulary instruction, PLC/VLC professional development and common planning with colleagues.

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.

Mamie Agnes Jones Elementary has a family atmosphere that is carried over the teachers, students and parents to create strong community ties. MAJ has a sunshine committee that is dedicated to support and celebrations throughout life's many events (births, deaths, etc.). During pre-planning, teachers collaboratively created a definition of a learning community: Diverse people working toward common learning goals to support both the academic and affective growth and success of all learners. Our community agreement that lays out the way we do business here at Mamie Agnes Jones Elementary: Support each other's learning, Be on time, Have fun, Listen for understanding, Participate, Be ready to learn, Be truthful, Be professional, Be fully present, Be responsible, Check your "tech" and your "tude". Teachers also participated the birthday line up protocol to create personal connections to one another. Based on our TNTP data results, 79% of teachers reported that the time they spent collaborating with colleagues was productive. Ms. Pafford is our equality representative and she quarterly plans activities to enhance the positive working relationships among the staff. Administration has started the Indian Bowling Pin award. This award is a way to pay it forward to other staff members words of thanks or encouragement.

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

1. Accepting resumes through the year even when fully staffed to create a pool of viable candidates.
2. Regular meetings of novice teachers with Assistant Principal and/or Professional Development Facilitator to communicate expectations and to proactively address building concerns.
3. Assign mentor teachers to novice/ new to the district teachers.
4. Soliciting referrals from district staff and administrative colleagues
5. Collaborative interviewing and selecting process

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

Mentee: Kenya Reeves

Mentor Name: Amy Richardson

Rationale for Pairing: 6 yrs teaching. Kindergarten, 2nd/3rd Math (MI/Envision/Duval Math)with 68% 3 or higher FSA Math. CET trained. Last year, her I-ready Math growth moved from 5% proficient to 69% proficient on the final administration.

Mentee: Amy Bell

Mentor Name: Vicki Wall

Rationale for Pairing: Mrs. Wall has 24 years of teaching experience, she is a former Literacy and Standards

Coach for America's Choice and is CET trained. I-Ready Reading data moved her class from 6% mastery at administration 1 to 69% mastery on the final administration. I-Ready Math data moved her class from 13% mastery at administration 1 to 63% mastery on the final administration.

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.

Mamie Agnes Jones Elementary ensures that its core instructional programs and materials are aligned to Florida's standards by using EQuIP protocols during common planning to look at student work. MAJ teachers follow the District curriculum guides and utilize materials adopted or suggested by Duval County and implement them with fidelity. Faculty members meet in Communities of Practice to develop common assessments in each academic area. The Standards are the primary guide for the curriculum and all other pieces must align to the standards. Leadership identifies "lead" teachers who demonstrate a subject area of "focus" expertise. Teachers have certificates of expertise outside of their door so fellow staff members know where to go when they need support.

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.

Mamie Agnes Jones Elementary has regularly scheduled common planning and communities of practice meetings during which teachers bring their current data, student work, and computers to reference Performance Matters information on each student. Students are Tiered I, II, or III. Within the Tier I category, there is differentiation between those independent learners at the top, who must be challenged; and the others who respond to Tier I instruction adequately, but all need encouragement and reinforcement. Tier II students are those who need additional small-group instruction, either frequently or occasionally during rotations. Tier III students often participate in Tier II; however, they need extensive remediation in one or more subjects to be successful. They are taught in groups of one to three outside of the basic lesson time by the Reading Interventionist or the ESE Teacher. Classwork, homework, and assessments may be adjusted according to individual student needs. Students who have an identified learning need documented on an IEP may receive extended time, have a test read to them, and/or use manipulatives to develop their understanding and proficiency.

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: 5,000

Extended Day is an enrichment type learning environment that allows students to complete Core Academic home learning and receive assistance by a certified teacher. Students are given at least two opportunities each week to have computer time to enhance the core instruction through skills remediation or skills advancement (I-ready). Student enrolled in Extended Day also receive the cultural enrichment opportunities such as participating in art club on their grade levels dedicated day. Guest speakers and special events are developed by the teacher leaders of Extended Day to elevate student lives through motivational programs or hands on labs.

Strategy Rationale

All students enrolled in Extended Day receive home learning support. Beyond that students require engaging activities that are purposeful in developing the whole child.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Landschoot, Diane, landschoot@duvalschools.org

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

Students sign in and out of Extended Day, daily schedule posted, once special event per month focused around the ARTS and/or Physical Education. Program effectiveness is reviewed quarterly when progress reports and report cards come out.

Strategy: After School Program

Minutes added to school year: 720

Instruction in core academic subjects, enrichment activities during Communities of Practice days provided by MAJ resource teachers and daily RtI that contribute to a well-rounded education. Many teachers provide before and after school tutoring in core academic subjects to reinforce content and clarify misunderstandings. The tutoring is offered as a Tier II or Tier III initiative for non ESE students.

Strategy Rationale

Students who are struggling academically learn best when teachers can chunk the learning into smaller lessons. During tutoring sessions, teachers can work in small groups and provide the repetition that is necessary for student mastery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jordan, Angela, plank@duvalschools.org

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

Students sign in to each tutoring session. Teachers administer a pre and post assessments. They design next step lesson to address individual student weakness by analyzing current classroom data. Teachers also utilize technology to extend learning both at school and at home.

Strategy: Weekend Program

Minutes added to school year: 10,800

Saturday School - MAJ computer lab is open and accessible for students who need the use of technology and can't travel beyond the Baldwin borders. Some students are present only for the open lab time while others are targeted for skills remediation in small group instruction. Two teachers host Saturday school. While one is in the lab providing extended tech time, the other is providing small group remediation to predetermined students.

Strategy Rationale

Some students can't stay after school but parents are willing to allow them to come from 9-12 on Saturday for a chance to have access to computers that they do not have at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pafford, Brooke, paffordb@duvalschools.org

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

Students sign in to each tutoring session. Teachers have preselected students that they are tracking for small group lesson in reading or math. Teachers design next step lessons to address individual student weakness by analyzing current classroom data. Teachers also utilize technology to extend learning both at school and at home.

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.

Current VPK students are expected to make 50% gains on the Oral Language/ Vocabulary, Mathematics, Phonological Awareness, and Print Knowledge categories of the VPK assessment.

Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)

Academic expectations are rigorous. Instruction is given from the Little Treasures curriculum in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science (Mon, Wed, and Fri), and Social Studies (Tues, and Thursday everyday. Students also participate in Writer's Workshop.

Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day. They also use educational apps on the i-Pads, as well as the interactive whiteboard several times a week with teacher guidance.

In small groups of 2 or 3, students rotate through four of a possible eight centers each day. Each

center focuses on a lesson objective and meets a Florida Early Learning and Developmental Standard for four-year-old students. The small groups are data-driven, and based upon student ability and needs.

Last week of school, have VPK students participate in Kindergarten classrooms for the reading and math lessons.

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.

Mamie Agnes Jones Elementary utilizes several high school volunteers throughout the year to assist in learning and school related events. The elementary children see the teenagers (who might be older siblings) as positive role models and talk to them about high school, and beyond. Teachers may have interns, either short, or long-term, who also promote college awareness. In the spring the guidance counselor conducts career awareness lessons and invites visitors from various lines of work to speak to children. Officer Millan support our Say No to Drugs Campaign held during Red Ribbon week. He also host a 2nd grade presentation called Eddie Eagle to foster gun awareness and safety for students. The Officer also works with the MAJ Safety Patrol to understand their role in ensure the safe crossing of students during dismissal. The fire department has annual visit to MAJ to promote Fire Safety.

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.

This year, our school theme will be M.A.J. Heroes on a Mission “7 Habits: Learning for Life”. The MAJ Leadership Academy will continue to emphasize developing leadership in our students. We believe that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. Our school focus continues to be on developing the WHOLE child – socially, emotionally, academically and ethically. In Kindergarten and First Grade, student leaders will be focused on personal leader and being responsible for their choices. Second and Third Grade students will have community leadership focus with service learning projects. Students in grades 4 and 5 will focus on developing personal or small group projects that address global needs of young children. Fourth and Fifth grade students will be participating in the development of Mamie Agnes Jones Elementary becoming a “Rights Respecting School” – sponsored by UNICEF to strengthen our inclusive and respectful school culture.

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 school wide goal is to embed leadership habits into our school’s culture and guide students, faculty, staff, and families into building a successful leadership model. Throughout the school year, students will identify and set their own personal academic goals. Our children will track their progress and growth over the course of the school year. Students will also learn social etiquette, develop communication and presentation skills through student-led programming including a daily news broadcast, school-wide assemblies, and community service projects.

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.** Prepare All Students for Success in College and Career - If teachers utilize explicit vocabulary instruction then students will retain core content vocabulary to show an increase in their overall proficiency scores in Reading, Math and Science.
- G2.** Build Positive, Learning Focused School Communities: If Mamie Agnes Jones Elementary continues to focus on building student character through leadership opportunities focused on each child's individual strengths, then each child's academic achievement score will increase from previous year(s).
- G3.** Prepare All Students for Success in College and Career - If teachers strategically implement differentiation is based on learner profiles then student proficiency scores on Reading, Math, and Science 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. Prepare All Students for Success in College and Career - If teachers utilize explicit vocabulary instruction then students will retain core content vocabulary to show an increase in their overall proficiency scores in Reading, Math and Science. 1a

G086426

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Student lack of academic vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano 6 Step Process: Teaching Academic Vocabulary
- I-ready Vocabulary
- Achieve 3000 Vocabulary
- Core Content Vocabulary for Reading, Math and Science

Plan to Monitor Progress Toward G1. 8

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Angela Jordan

Schedule

Monthly, from 11/1/2016 to 3/24/2017

Evidence of Completion

Lesson plans and student work samples highlighting the use of academic vocabulary in their written explanation.

G2. Build Positive, Learning Focused School Communities: If Mamie Agnes Jones Elementary continues to focus on building student character through leadership opportunities focused on each child's individual strengths, then each child's academic achievement score will increase from previous year(s). 1a

G086427

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	70.0

Targeted Barriers to Achieving the Goal 3

- MAJ administration and teachers carving out time for individualized goal setting conferences within the school day after each testing session to keep students informed of their progress towards their individualized goals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teach with Your Strengths book study by Rosanne Liesveld and Jo Ann Miller
- Common goal setting sheets by grade level in K-2, common departmentalized goal sheets for 3-5.
- Calendar to map out timeline for conferences after baseline and mid-year for MAJ Leadership Team
- Common planning agendas to map out when goal setting will occur by grade level after module assessments for grades 2-5. Grades K and 1 will start in January with goal setting conferences.

Plan to Monitor Progress Toward G2. 8

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Angela Jordan

Schedule

Daily, from 9/11/2016 to 6/5/2017

Evidence of Completion

Common planning data sheets by grade level, Leadership/Teacher Conference notes

Plan to Monitor Progress Toward G2. 8

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Marla Almon

Schedule

Monthly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Quarterly calendar of formal goal setting conferences, Leadership/Teacher Conference notes

Plan to Monitor Progress Toward G2. 8

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Jill Bunker

Schedule

On 6/5/2017

Evidence of Completion

Leadership/Teacher Conference notes

Plan to Monitor Progress Toward G2. 8

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Patricia Montgomery

Schedule

On 6/5/2017

Evidence of Completion

Leadership/Teacher Conference notes

G3. Prepare All Students for Success in College and Career - If teachers strategically implement differentiation is based on learner profiles then student proficiency scores on Reading, Math, and Science will increase. 1a

G086428

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	75.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of how to analyze data to plan for differentiated centers rotations
- Limited teacher knowledge about differentiation within the task to suit learner profiles.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continue to use a rigorous gradual release learning model (I do, we do, you do) K-5.
- Items Specifications for Language Arts Florida Standards and Mathematics Florida Standards and CPALMS resources
- DAR Trial Teaching Strategies (TTS) for K-5 and the decision making tree
- I-Ready Reading (K-2 and 3-5) and I-Ready Math (K-5)
- Achieve 3000 (3rd - 5th)
- Penda Learning (5th only)
- Barton for Tier III
- Leveled Literacy Intervention
- Ready Math Leveled instructional workbooks for differentiated center activities, small group instructions or differentiated homework for students in Tier II, Tier III, and Enrichment
- In-school and after school tutoring opportunities for students in the bottom quartile scores as well as bubble students
-
-

Plan to Monitor Progress Toward G3. 8

Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.

Person Responsible

Angela Jordan

Schedule

Monthly, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, Achieve 3000, and/ or module assessments.

Plan to Monitor Progress Toward G3. 8

Use common planning to plan for upcoming classroom instruction and assessments in grades K-5 through grade level collaboration and model teacher visits.

Person Responsible

Marla Almon

Schedule

Monthly, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, Achieve 3000, and/ or module assessments.

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. Prepare All Students for Success in College and Career - If teachers utilize explicit vocabulary instruction then students will retain core content vocabulary to show an increase in their overall proficiency scores in Reading, Math and Science. **1**

 **G086426**

G1.B1 Student lack of academic vocabulary **2**

 **B229660**

G1.B1.S1 If teachers explicitly teach Marzano's 6 Step Process for Teaching Academic Vocabulary student proficiency will increase. **4**

 **S242309**

Strategy Rationale

Rigor/Academic Ownership - working on appropriate rigorous content that prepares students for College and Career. Instruction and materials address foundational skills need by attending to students lack of academic vocabulary. Students demonstrate how well they understand lesson content through their work and/or responses.

Action Step 1 **5**

Provide professional development of explicitly teaching academic vocabulary through the use of Marzano's 6 Step Process of Teaching Academic Vocabulary and district based web-based professional development opportunities.

Person Responsible

Jill Bunker

Schedule

Quarterly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Small group lesson plans, content vocabulary boards, vocabulary graphic organizers in student journals and an increase in core content vocabulary in student dialogue and academic achievement on exit tickets and module assessments.

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Kenneth Ballard

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Linelle Jenkins

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Kay Normandin

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Angela Blank

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Brooke Pafford

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Rosetta Hamm

Schedule

Monthly, from 10/3/2016 to 3/24/2017

Evidence of Completion

Lesson plans and vocabulary graphic organizers in student journals

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

Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary instruction school wide.

Person Responsible

Marla Almon

Schedule

Monthly, from 11/1/2016 to 3/24/2017

Evidence of Completion

Lesson plans and student work samples highlighting the use of academic vocabulary in their written explanation.

G2. Build Positive, Learning Focused School Communities: If Mamie Agnes Jones Elementary continues to focus on building student character through leadership opportunities focused on each child's individual strengths, then each child's academic achievement score will increase from previous year(s). 1

G086427

G2.B1 MAJ administration and teachers carving out time for individualized goal setting conferences within the school day after each testing session to keep students informed of their progress towards their individualized goals. 2

B229661

G2.B1.S1 Teachers will utilize goal setting conferences quarterly to engage students in academic ownership of their performance in ELA, Math, and Science. 4

S242310

Strategy Rationale

Culture of Learning/Academic Ownership-students are fully engaged and taking ownership of their learning.

Action Step 1 5

Teachers will utilize goal setting conferences quarterly to engage students in academic ownership of their performance in ELA, Math, and Science.

Person Responsible

Angela Jordan

Schedule

Quarterly, from 9/13/2016 to 6/5/2017

Evidence of Completion

Common planning goal setting conference sheet development

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

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/3/2016 to 6/5/2017

Evidence of Completion

Create goal setting calendar in common planning to carve out days for goal setting conferences.

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

Teachers will quarterly have formal goal setting conferences to renew commitment from each child's as they work together to increase individual ownership of student learning and achievement of personal goals.

Person Responsible

Angela Jordan

Schedule

Quarterly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Student reflections on their personal progress towards their quarterly goals. Leadership conference notes.

G2.B1.S2 Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal. 4

 S242311

Strategy Rationale

Culture of Learning/Academic Ownership-students are fully engaged and taking ownership of their learning.

Action Step 1 5

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/3/2016 to 6/5/2017

Evidence of Completion

Student goal setting sheet, data tracking sheet

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Linelle Jenkins

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Kay Normandin

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Angela Blank

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Kenneth Ballard

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Brooke Pafford

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Rosetta Hamm

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

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

Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.

Person Responsible

Angela Jordan


Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.

G2.B1.S3 Teachers will utilize weekly common planning to review data sets to monitor student progress towards school wide achievement goals in ELA, Math, and Science. 4

 S242312

Strategy Rationale

Culture of Learning/Rigor/Academic Ownership-teacher creates culture within their classroom of high expectations, rigor and student ownership.

Action Step 1 5

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science

Person Responsible

Angela Jordan

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Student goal setting sheets with notes and scores capturing their thoughts on how to move forward.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Linelle Jenkins

Schedule

Monthly, from 9/3/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the KG team tracks their progress towards school wide goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Kay Normandin

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the 1st Grade team tracks their progress towards school wide goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Angela Blank

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the 2nd Grade team tracks their progress towards school wide goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Kenneth Ballard

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the 3rd Grade team tracks their progress towards school wide goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Brooke Pafford

Schedule

Monthly, from 9/3/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the 4th Grade team tracks their progress towards school wide goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science.

Person Responsible

Rosetta Hamm

Schedule

Monthly, from 9/3/2016 to 6/5/2017

Evidence of Completion

Teacher data sheets reflective of additional data points as the 5th Grade team tracks their progress towards school wide goals.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data conferences.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data conferences.

Person Responsible

Angela Jordan

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data conferences.

Person Responsible

Jill Bunker

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data conferences.

Person Responsible

Patricia Montgomery


Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Student data sheet reflective of additional data points as students track their progress towards their previously set goal.

G2.B1.S4 Teachers will utilize quarterly data reflections to engage students in strategically plotting their next steps to increase individual proficiency in ELA, Math, and Science. 4

 S242313

Strategy Rationale

Culture of Learning/Academic Ownership-students are fully engaged and taking ownership of their learning.

Action Step 1 5

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Person Responsible

Marla Almon

Schedule

Quarterly, from 10/26/2016 to 5/23/2017

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Administrative and Leadership Team will collect and review students data sheets.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Administrative and Leadership Team will collect and review students data sheets.

Person Responsible

Angela Jordan

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Quarterly student data chat sheets with student reflections and next steps. Teacher feedback notes.

G2.B1.S5 MAJ Faculty and Staff will complete a book study of the Teach with Your Strengths to develop their strength profile. Teachers will begin recognizing strengths within each child through goal setting conferences to focus each child's natural talents. 4

 S242314

Strategy Rationale

Goal 3: Develop Great Educators and Leaders

Action Step 1 5

Teachers will complete a book study of the Teach with Your Strengths to develop their personal strength profile. Teachers will begin recognizing strengths within each child through goal setting conferences to focus each child's natural talents.

Person Responsible

Angela Jordan

Schedule

Monthly, from 10/12/2016 to 3/8/2017

Evidence of Completion

Early dismissal meeting minutes, teacher strength profiles, student jobs with their classrooms, goal setting conference notes, and student surveys.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

MAJ Faculty and Staff will complete a book study of the Teach with Your Strengths to develop their strength profile. Teachers will begin recognizing strengths within each child through goal setting conferences to focus each child's natural talents.

Person Responsible

Angela Jordan

Schedule

Monthly, from 9/28/2016 to 6/5/2017

Evidence of Completion

Teacher strength finder results, student strength profiles from I-ready, recognition of leadership qualities in staff and students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

MAJ Faculty and Staff will complete a book study of the Teach with Your Strengths to develop their strength profile. Teachers will begin recognizing strengths within each child through goal setting conferences to focus each child's natural talents.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/28/2016 to 6/5/2017

Evidence of Completion

Teacher strength finder results, student strength profiles from I-ready, recognition of leadership qualities in staff and students. Increased student academic success.

G3. Prepare All Students for Success in College and Career - If teachers strategically implement differentiation is based on learner profiles then student proficiency scores on Reading, Math, and Science will increase. 1

G086428

G3.B1 Limited teacher knowledge of how to analyze data to plan for differentiated centers rotations 2

B229662

G3.B1.S1 Provide Professional Development on how to analyze student data to formulate teacher led center and differentiated rotations to close student learning gaps. 4

S242315

Strategy Rationale

Rigor - working on appropriately rigorous content that prepares them for success in college and the workplace and students taking ownership of their learning.

Action Step 1 5

Provide professional development on how to analyze data to plan for differentiated center rotations.

Person Responsible

Jill Bunker

Schedule

Every 3 Weeks, from 9/1/2016 to 6/5/2017

Evidence of Completion

I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting, common planning agendas

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, or module assessments to plan for differentiated center rotations.

Person Responsible

Jill Bunker

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, or module assessments to plan for differentiated center rotations.

Person Responsible

Marla Almon

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, module assessments to plan for differentiated center rotations.

Person Responsible

Angela Jordan

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.

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

Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.

Person Responsible

Marla Almon

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

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

Use common planning to have teachers model how they plot upcoming differentiated center rotations and how they track student progress towards meeting grade level standards.

Person Responsible

Angela Jordan

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.

G3.B2 Limited teacher knowledge about differentiation within the task to suit learner profiles. 2

 B229663

G3.B2.S1 Provide Professional Development on how to analyze student data to formulate teacher differentiation within the task to accommodate learner profiles. 4

 S242316

Strategy Rationale

Rigor - working on appropriately rigorous content that prepares each with the skills they need for academic success in reaching grade level expectations and beyond. (scaffolding/enrichment).

Action Step 1 5

Teachers will use Science data sets and select differentiated tasks based on student learner profiles.

Person Responsible

Diane Landschoot

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Baseline, module assessments, teacher made assessments, exit tickets, and class work.

Action Step 2 5

Teachers will use Math data sets and select differentiated tasks based on student learner profiles.

Person Responsible

Brooke Pafford

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Baseline, I-ready, module assessments, teacher made assessments, exit tickets, and class work.

Action Step 3 5

Teachers use ELA data sets and select differentiated tasks based on student learner profiles.

Person Responsible

Jill Bunker

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

Evidence of Completion

Baseline, Achieve 3000, I-ready, module assessments, teacher made assessments, exit tickets, and class work.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teacher analysis of student data to formulate teacher differentiation within the task to accommodate learner profiles.

Person Responsible

Marla Almon

Schedule

Monthly, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher Lesson plans and student work samples "must dos"

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teacher analysis of student data to formulate teacher differentiation within the task to accommodate learner profiles.

Person Responsible

Angela Jordan

Schedule

Monthly, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher Lesson plans and student work samples "must dos"

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teacher analysis of student data to formulate teacher differentiation within the task to accommodate learner profiles.

Person Responsible

Marla Almon

Schedule

Quarterly, from 9/15/2016 to 6/5/2017

Evidence of Completion

Teacher Lesson plans and student work samples "must dos"

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teacher analysis of student data to formulate teacher differentiation within the task to accommodate learner profiles.

Person Responsible

Angela Jordan

Schedule

Quarterly, from 9/15/2016 to 6/5/2017

















Evidence of Completion

Teacher Lesson plans and student work samples "must dos"

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S5.A1 A313626	Teachers will complete a book study of the Teach with Your Strengths to develop their personal...	Jordan, Angela	10/12/2016	Early dismissal meeting minutes, teacher strength profiles, student jobs with their classrooms, goal setting conference notes, and student surveys.	3/8/2017 monthly
G1.MA1 M323774	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Jordan, Angela	11/1/2016	Lesson plans and student work samples highlighting the use of academic vocabulary in their written explanation.	3/24/2017 monthly
G1.B1.S1.MA1 M323767	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Almon, Marla	11/1/2016	Lesson plans and student work samples highlighting the use of academic vocabulary in their written explanation.	3/24/2017 monthly
G1.B1.S1.MA1 M323768	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Ballard, Kenneth	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.MA2 M323769	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Jenkins, Linelle	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.MA3 M323770	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Normandin, Kay	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.MA4 M323771	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Blank, Angela	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.MA5 M323772	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Pafford, Brooke	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.MA6 M323773	Teachers will utilize vocabulary graphic organizer cross-curricular to enhance academic vocabulary...	Hamm, Rosetta	10/3/2016	Lesson plans and vocabulary graphic organizers in student journals	3/24/2017 monthly
G1.B1.S1.A1 A313621	Provide professional development of explicitly teaching academic vocabulary through the use of...	Bunker, Jill	10/3/2016	Small group lesson plans, content vocabulary boards, vocabulary graphic organizers in student journals and an increase in core content vocabulary in student dialogue and academic achievement on exit tickets and module assessments.	3/24/2017 quarterly
G2.B1.S4.A1 A313625	Teachers will lead quarterly reflections sessions for students to develop next steps towards...	Almon, Marla	10/26/2016	Quarterly student data chat sheets with student reflections and next steps.	5/23/2017 quarterly
G2.MA1 M323798	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Jordan, Angela	9/11/2016	Common planning data sheets by grade level, Leadership/Teacher Conference notes	6/5/2017 daily
G2.MA2 M323799	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Almon, Marla	9/12/2016	Quarterly calendar of formal goal setting conferences, Leadership/Teacher Conference notes	6/5/2017 monthly
G2.MA3 M323800	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Bunker, Jill	9/12/2016	Leadership/Teacher Conference notes	6/5/2017 one-time
G2.MA4 M323801	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Montgomery, Patricia	9/12/2016	Leadership/Teacher Conference notes	6/5/2017 one-time
G3.MA1 M323811	Use common planning to plan for upcoming classroom instruction and assessments in grades K-5...	Jordan, Angela	9/15/2016	Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, Achieve 3000, and/or module assessments.	6/5/2017 monthly













Duval - 2361 - Mamie Agnes Jones Elementary School - 2016-17 SIP
Mamie Agnes Jones Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA2  M323812	Use common planning to plan for upcoming classroom instruction and assessments in grades K-5...	Almon, Marla	9/15/2016	Teacher ease with teaching core curriculum and resources. Student academic growth on i-ready Reading and Math, Achieve 3000, and/ or module assessments.	6/5/2017 monthly
G2.B1.S1.MA1  M323775	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Jordan, Angela	9/12/2016	Student reflections on their personal progress towards their quarterly goals. Leadership conference notes.	6/5/2017 quarterly
G2.B1.S1.MA1  M323776	Teachers will quarterly have formal goal setting conferences to renew commitment from each child's...	Almon, Marla	9/3/2016	Create goal setting calendar in common planning to carve out days for goal setting conferences.	6/5/2017 quarterly
G2.B1.S1.A1  A313622	Teachers will utilize goal setting conferences quarterly to engage students in academic ownership...	Jordan, Angela	9/13/2016	Common planning goal setting conference sheet development	6/5/2017 quarterly
G3.B1.S1.MA1  M323802	Use common planning to have teachers model how they plot upcoming differentiated center rotations...	Almon, Marla	9/15/2016	Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/5/2017 every-3-weeks
G3.B1.S1.MA5  M323803	Use common planning to have teachers model how they plot upcoming differentiated center rotations...	Jordan, Angela	9/15/2016	Teacher resources matching student need. Student academic growth: i-ready Reading and Math, DAR, Achieve 3000, and/ or module assessments.	6/5/2017 every-3-weeks
G3.B1.S1.MA1  M323804	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, or...	Bunker, Jill	9/15/2016	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/5/2017 every-3-weeks
G3.B1.S1.MA2  M323805	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000, or...	Almon, Marla	9/15/2016	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/5/2017 every-3-weeks
G3.B1.S1.MA3  M323806	During common planning, teachers will analyze student data reports from i-Ready, Achieve 3000,...	Jordan, Angela	9/15/2016	Leadership team will monitor classroom progress from the various data reports as well as walkthroughs and CAST observations.	6/5/2017 every-3-weeks
G3.B1.S1.A1  A313627	Provide professional development on how to analyze data to plan for differentiated center rotations.	Bunker, Jill	9/1/2016	I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting, common planning agendas	6/5/2017 every-3-weeks
G3.B2.S1.MA1  M323807	Teacher analysis of student data to formulate teacher differentiation within the task to...	Almon, Marla	9/15/2016	Teacher Lesson plans and student work samples "must dos"	6/5/2017 quarterly
G3.B2.S1.MA4  M323808	Teacher analysis of student data to formulate teacher differentiation within the task to...	Jordan, Angela	9/15/2016	Teacher Lesson plans and student work samples "must dos"	6/5/2017 quarterly
G3.B2.S1.MA1  M323809	Teacher analysis of student data to formulate teacher differentiation within the task to...	Almon, Marla	9/15/2016	Teacher Lesson plans and student work samples "must dos"	6/5/2017 monthly
G3.B2.S1.MA2  M323810	Teacher analysis of student data to formulate teacher differentiation within the task to...	Jordan, Angela	9/15/2016	Teacher Lesson plans and student work samples "must dos"	6/5/2017 monthly
G3.B2.S1.A1  A313628	Teachers will use Science data sets and select differentiated tasks based on student learner...	Landschoot, Diane	9/15/2016	Baseline, module assessments, teacher made assessments, exit tickets, and class work.	6/5/2017 every-3-weeks
G3.B2.S1.A2  A313629	Teachers will use Math data sets and select differentiated tasks based on student learner profiles.	Pafford, Brooke	9/15/2016	Baseline, I-ready, module assessments, teacher made assessments, exit tickets, and class work.	6/5/2017 every-3-weeks







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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A3  A313630	Teachers use ELA data sets and select differentiated tasks based on student learner profiles.	Bunker, Jill	9/15/2016	Baseline, Achieve 3000, I-ready, module assessments, teacher made assessments, exit tickets, and class work.	6/5/2017 every-3-weeks
G2.B1.S2.MA1  M323777	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Jordan, Angela	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 quarterly
G2.B1.S2.MA1  M323778	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Jenkins, Linelle	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly
G2.B1.S2.MA2  M323779	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Normandin, Kay	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly
G2.B1.S2.MA3  M323780	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Blank, Angela	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly
G2.B1.S2.MA4  M323781	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Ballard, Kenneth	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA5  M323782	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Pafford, Brooke	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly
G2.B1.S2.MA6  M323783	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Hamm, Rosetta	9/1/2016	Teacher and students have evidence of conversation/conference notes that reference goal attainment or progress towards the goal when asked by Leadership Team members during classroom observations, visits, or small group instruction with Literacy Coach. Grade level chairs will conduct monthly check-ins so teachers can show evidence in journals, conference notes, or logs that model student goal conversations.	6/5/2017 monthly
G2.B1.S2.A1  A313623	Student led goal setting that focus on what the child chooses to do to help themselves achieve...	Almon, Marla	9/3/2016	Student goal setting sheet, data tracking sheet	6/5/2017 quarterly
G2.B1.S3.MA1  M323784	Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data...	Almon, Marla	9/1/2016	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	6/5/2017 quarterly
G2.B1.S3.MA2  M323785	Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data...	Jordan, Angela	9/1/2016	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	6/5/2017 quarterly
G2.B1.S3.MA3  M323786	Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data...	Bunker, Jill	9/1/2016	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	6/5/2017 quarterly
G2.B1.S3.MA4  M323787	Teacher will submit email to monitoring Leadership Team member after Teacher/Student Data...	Montgomery, Patricia	9/1/2016	Student data sheet reflective of additional data points as students track their progress towards their previously set goal.	6/5/2017 quarterly
G2.B1.S3.MA1  M323788	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Jenkins, Linelle	9/3/2016	Teacher data sheets reflective of additional data points as the KG team tracks their progress towards school wide goals.	6/5/2017 monthly
G2.B1.S3.MA2  M323789	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Normandin, Kay	9/1/2016	Teacher data sheets reflective of additional data points as the 1st Grade team tracks their progress towards school wide goals.	6/5/2017 monthly
G2.B1.S3.MA3  M323790	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Blank, Angela	9/1/2016	Teacher data sheets reflective of additional data points as the 2nd Grade team tracks their progress towards school wide goals.	6/5/2017 monthly
G2.B1.S3.MA4  M323791	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Ballard, Kenneth	9/1/2016	Teacher data sheets reflective of additional data points as the 3rd Grade team tracks their progress towards school wide goals.	6/5/2017 monthly
G2.B1.S3.MA5  M323792	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Pafford, Brooke	9/3/2016	Teacher data sheets reflective of additional data points as the 4th Grade team tracks their progress towards school wide goals.	6/5/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.MA6  M323793	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Hamm, Rosetta	9/3/2016	Teacher data sheets reflective of additional data points as the 5th Grade team tracks their progress towards school wide goals.	6/5/2017 monthly
G2.B1.S3.A1  A313624	Teachers will utilize weekly common planning to review data sets to monitoring to students'...	Jordan, Angela	9/1/2016	Student goal setting sheets with notes and scores capturing their thoughts on how to move forward.	6/5/2017 monthly
G2.B1.S4.MA1  M323794	Administrative and Leadership Team will collect and review students data sheets.	Jordan, Angela	9/1/2016	Quarterly student data chat sheets with student reflections and next steps. Teacher feedback notes.	6/5/2017 quarterly
G2.B1.S4.MA1  M323795	Administrative and Leadership Team will collect and review students data sheets.	Almon, Marla	9/1/2016	Quarterly student data chat sheets with student reflections and next steps.	6/5/2017 quarterly
G2.B1.S5.MA1  M323796	MAJ Faculty and Staff will complete a book study of the Teach with Your Strengths to develop their...	Almon, Marla	9/28/2016	Teacher strength finder results, student strength profiles from I-ready, recognition of leadership qualities in staff and students. Increased student academic success.	6/5/2017 quarterly
G2.B1.S5.MA1  M323797	MAJ Faculty and Staff will complete a book study of the Teach with Your Strengths to develop their...	Jordan, Angela	9/28/2016	Teacher strength finder results, student strength profiles from I-ready, recognition of leadership qualities in staff and students.	6/5/2017 monthly

V. Professional Development Opportunities

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

G1. Prepare All Students for Success in College and Career - If teachers utilize explicit vocabulary instruction then students will retain core content vocabulary to show an increase in their overall proficiency scores in Reading, Math and Science.

G1.B1 Student lack of academic vocabulary

G1.B1.S1 If teachers explicitly teach Marzano's 6 Step Process for Teaching Academic Vocabulary student proficiency will increase.

PD Opportunity 1

Provide professional development of explicitly teaching academic vocabulary through the use of Marzano's 6 Step Process of Teaching Academic Vocabulary and district based web-based professional development opportunities.

Facilitator

Jill Bunker

Participants

All MAJ teachers and staff

Schedule

Quarterly, from 10/3/2016 to 3/24/2017

G2. Build Positive, Learning Focused School Communities: If Mamie Agnes Jones Elementary continues to focus on building student character through leadership opportunities focused on each child's individual strengths, then each child's academic achievement score will increase from previous year(s).

G2.B1 MAJ administration and teachers carving out time for individualized goal setting conferences within the school day after each testing session to keep students informed of their progress towards their individualized goals.

G2.B1.S1 Teachers will utilize goal setting conferences quarterly to engage students in academic ownership of their performance in ELA, Math, and Science.

PD Opportunity 1

Teachers will utilize goal setting conferences quarterly to engage students in academic ownership of their performance in ELA, Math, and Science.

Facilitator

Jordan

Participants

MAJ Faculty, Staff, and students

Schedule

Quarterly, from 9/13/2016 to 6/5/2017

G2.B1.S4 Teachers will utilize quarterly data reflections to engage students in strategically plotting their next steps to increase individual proficiency in ELA, Math, and Science.

PD Opportunity 1

Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.

Facilitator

Angela Jordan, Marla Almon, and Jill Bunker

Participants

MAJ Teachers

Schedule

Quarterly, from 10/26/2016 to 5/23/2017

G3. Prepare All Students for Success in College and Career - If teachers strategically implement differentiation is based on learner profiles then student proficiency scores on Reading, Math, and Science will increase.

G3.B1 Limited teacher knowledge of how to analyze data to plan for differentiated centers rotations

G3.B1.S1 Provide Professional Development on how to analyze student data to formulate teacher led center and differentiated rotations to close student learning gaps.

PD Opportunity 1

Provide professional development on how to analyze data to plan for differentiated center rotations.

Facilitator

Jordan, Almon, Bunker, Pafford, Richardson and DCPS district staff.

Participants

MAJ Teachers

Schedule

Every 3 Weeks, from 9/1/2016 to 6/5/2017

G3.B2 Limited teacher knowledge about differentiation within the task to suit learner profiles.

G3.B2.S1 Provide Professional Development on how to analyze student data to formulate teacher differentiation within the task to accommodate learner profiles.

PD Opportunity 1

Teachers will use Science data sets and select differentiated tasks based on student learner profiles.

Facilitator

Diane Landschoot, Administration, and DCPS Support Staff

Participants

All Science teachers K-5 - Choice Boards

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

PD Opportunity 2

Teachers will use Math data sets and select differentiated tasks based on student learner profiles.

Facilitator

Pafford, Richardson, Administration, and DCPS Support Staff

Participants

All Math teachers K-5

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

PD Opportunity 3

Teachers use ELA data sets and select differentiated tasks based on student learner profiles.

Facilitator

Bunker, Administration, and DCPS Support Staff

Participants

All ELA teachers K-5

Schedule

Every 3 Weeks, from 9/15/2016 to 6/5/2017

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	Provide professional development of explicitly teaching academic vocabulary through the use of Marzano's 6 Step Process of Teaching Academic Vocabulary and district based web-based professional development opportunities.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		590-Other Materials and Supplies	2361 - Mamie Agnes Jones Elementary School	School Improvement Funds		\$4,000.00
			Notes: Purchase Marzano: Building Academic Vocabulary Teacher's manual Prurchase Marzano: Vocabulary for the Common Core book and PD			
2	G2.B1.S1.A1	Teachers will utilize goal setting conferences quarterly to engage students in academic ownership of their performance in ELA, Math, and Science.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2361 - Mamie Agnes Jones Elementary School			\$0.00
3	G2.B1.S2.A1	Student led goal setting that focus on what the child chooses to do to help themselves achieve their goal.				\$0.00
4	G2.B1.S3.A1	Teachers will utilize weekly common planning to review data sets to monitoring to students' progress towards school wide achievement goals in ELA, Math, and Science				\$0.00
5	G2.B1.S4.A1	Teachers will lead quarterly reflections sessions for students to develop next steps towards increasing their personal proficiency.				\$0.00
6	G2.B1.S5.A1	Teachers will complete a book study of the Teach with Your Strengths to develop their personal strength profile. Teachers will begin recognizing strengths within each child through goal setting conferences to focus each child's natural talents.				\$0.00
7	G3.B1.S1.A1	Provide professional development on how to analyze data to plan for differentiated center rotations.				\$0.00
8	G3.B2.S1.A1	Teachers will use Science data sets and select differentiated tasks based on student learner profiles.				\$0.00
9	G3.B2.S1.A2	Teachers will use Math data sets and select differentiated tasks based on student learner profiles.				\$0.00
10	G3.B2.S1.A3	Teachers use ELA data sets and select differentiated tasks based on student learner profiles.				\$0.00
Total:						\$4,000.00