

Duval County Public Schools

Westview K 8



2016-17 Schoolwide Improvement Plan

Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

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

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)
Combination School PK-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	27

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 Westview K 8

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Westview K-8 is to develop life-long learners using best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

b. Provide the school's vision statement.

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

2. School Environment

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

The process by which Westview K-8 learns about students' cultures is embedded into several aspects of the curriculum at the beginning of the school year. Students complete a learning inventory that identifies their learning style, teachers plan getting to know me and team building activities. Additionally, teachers build relationships with students by sponsoring academic clubs (Scholar Bowl, National Junior Honor Society, and Science Club etc.) and extracurricular activities (Safety Patrols, TV Production, Art Club, Band and chorus etc.)

The Climate Survey is administered to students and teachers annually. The results are analyzed by the Leadership Team and shared with all stakeholders. The faculty and staff analyze questions designed to measure the effectiveness of relationships between teachers and students. Adjustments are made based on the results of Climate Survey and other data sources to improve relationships between teachers and students.

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

Westview K-8 has established a Foundation's Team to implement and create a culture to ensure students feel safe before, during and after school. The Foundation's Team is consistently observing common areas before, during and after school to ensure that adequate adult supervision is provided in high traffic areas. Additionally, students are taught procedures for fire drills, code red, reporting bullying incidents, and stranger danger to increase students' awareness for safety. School Counselors provide students with weekly lessons utilizing Learning for Life and Child Safety Matters Curriculum which teaches students about personal safety, character traits and respecting others. Moreover, teachers are utilizing the Second Step Curriculum to decrease the number of Bullying incidents that may occur before, during or after school.

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.

Westview K-8 is implementing a school wide Positive Behavior Plan to minimize distractions during instructional time. The Positive Behavioral Plan will be supported by the HERO K-12 program, which will include positive strategies such as Positive Referrals, In School Suspension Challenge, Quarterly Grade Level Rewards and specific positive reinforcement. Students will participate in quarterly grade level assemblies to review school expectations, Code of Conduct and to celebrate student success for adhering to district and school expectations as outlined in Student Code of Conduct. Additionally, students that continue to receive Code of Conduct violations will participate in Restorative Justice; a form of student led peer mediation to solve conflicts and to develop strategies for students dealing with a variety of conflicts. All teachers implement CHAMPS as a tier 2 strategy to establish clear expectations for students.

The Foundations Team will provide several professional development sessions for all stake holders to provide strategies for implementing the Positive Behavior Plan with fidelity. Also, stakeholders will analyze discipline data monthly during the School Advisory and faculty meetings.

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.

Westview K-8 ensures the social-emotional needs of all students are met by implementing several strategies such as Guidance Target Groups, mentoring programs for at risk students, Health Screenings, and Full Service Counseling for students that are eligible to receive free outside counseling services from outside agencies.

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 Leadership Team monitors the academic, attendance and discipline data of all students. Additionally, the Leadership Team reviews progress reports of all students and meet with all teachers collaboratively. Students that are struggling academically are placed on a Progress Monitoring Plan. The teacher meets with students and parents during a scheduled parent conference to discuss the students' academic progress and to develop a plan to ensure student's success. If the student's academic progress does not improve, the student is referred to the RtI Team to implement interventions as a strategy to improve the student's academic progress. Moreover, students with more than three discipline referrals may be placed on a behavior contract, receive a mentor, participate in Student Option for Success Program to develop coping strategies. Students that have 3 or more unexcused absences will be placed on attendance contract during a parent conference. Parents will be required to meet monthly with the district and school counselors to monitor students attendance .

The following are additional early warning systems:
Two or more years over age

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	24	18	10	14	17	16	5	5	5	0	0	0	0	114	
One or more suspensions	6	4	27	11	28	95	163	165	96	0	0	0	0	595	
Course failure in ELA or Math	2	1	0	3	1	0	5	0	0	0	0	0	0	12	
Level 1 on statewide assessment	0	0	0	24	31	56	74	66	43	0	0	0	0	294	

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	2	1	13	2	15	30	15	40	40	0	0	0	0	158	

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

The following intervention strategies are implemented by stakeholders to improve the academic performance of students identified by early warning systems:

Elementary Students:

* Students scoring a level 1 on reading state assessments will receive additional reading support utilizing the Barton Curriculum

* Reading Interventionist will provide small group instruction for struggling students with an additional 30 minutes of reading support.

Middle School Students scoring a level 1 on state assessments:

* Level 1 in reading : Students are doubled block and scheduled into a Language Arts and reading enrichment class

Level 1 in math: Students are scheduled into an Math Enrichment Course

Students receiving 2 or more suspensions: Students are assigned an in school mentor and placed on a behavioral contract. Students participate in restorative justice: Peer Mediating group.

All students scoring a Level 1 or 2 on state assessments will participate and receive additional reading instruction during the extended school day.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Parents are highly encouraged and are presented with several opportunities to become involved in their child's education. All Parental Involvement Targets are aligned with School Improvement Targets

in all aspects. All activities are designed to provide parents with extended learning opportunities that would lead to an increase in student achievement.

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

The school invites nearby businesses School Advisory Council Meetings to learn about the progress of Westview K-8. During monthly meetings, stakeholders provide support in the areas of need to foster learning for all students. The school is consistently working with faith based organizations, public library, day care owners, and business to support Westview as a strategy to improve student achievement.

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
St. Amand, Claire	Principal
Sweet, Candi	Assistant Principal
Gayle, Tonichia	Dean
Wright, Myra	Instructional Coach
Thomas, Jennifer	Instructional Coach
Pugh, Emma	Instructional Coach
Wisdom, Malone	School Counselor
Wheeler, Jeravon	Assistant Principal
Taylor, Holly	Instructional Coach

b. Duties

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

Principal: Claire St. Amand - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Jerevon Wheeler and Candi Sweet - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/programs; identifies 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.

Instructional Coaches: Jennifer Thomas, Myra Wright, Emma Pugh, and Holly Taylor - develops, leads and evaluates school core content standards. identifies and analyzes scientifically based curriculum and interventions. identifies patterns of student needs while working with district personnel to identify appropriate evidence-based strategies. Assist with screening activities that provide intervening services for students at risk. Assist in design and implementation of progress monitoring, data collection and analysis; participates in the design and delivery of professional development. Supports the implementation of support Tier 1, 2 and 3 plans and provides support for assessment and implementation monitoring.

School Counselors: Malon Wisdom, Christy Ash, and Raven Jones - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Dean of Students/ISSP Teacher: Marcus Thomas/Tonichia Gayle (Deans) Barbara Battle (ISSP) - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Test Coordinator: Brianna Jefferson - Organizes and facilitates testing for Westview K-8. Testing Coordinator provides ongoing professional development for teachers as testing administrators, analyzing data and strategies on utilizing data to drive instruction.

ESE Lead/CSS Site Coach: Regina Patz and Jennifer Ellison - participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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 team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the RtI process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions in the 2016-2017 school year, the RtI leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student’s data supports a meeting with the MRT Team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Claire St. Amand	Principal
Shakiva Glover	Parent
Ken Wolford	Business/Community
Shirley Ashline	Education Support Employee
Malon Wisdom	Teacher
Ray Kellum	Business/Community
Frank Hipps	Business/Community
Frances Newkirk-Brooks	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

During the school year, SAC was actively involved in the evaluation of the school improvement plan. The school improvement plan was reviewed at the beginning of each meeting. Stakeholders provided support for academic programs such as; mentoring, counseling services, participation in Reading, Math and Science Night and Career Day. The school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student.

b. Development of this school improvement plan

SAC members will review school data trends and provide input regarding new targets and strategies.

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

To be determined by DCPS

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

To be determined by DCPS

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
St. Amand, Claire	Principal
Thomas, Jennifer	Instructional Coach
Wright, Myra	Instructional Coach
Wheeler, Jeravon	Assistant Principal
Sweet, Candi	Assistant Principal

b. Duties

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

Ensure that all teachers participate in literacy related professional development with reading coaches. Establish a Book-of-the-Month program, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. Support reading instruction through Common Core Standards and implementation of the Gradual Release Instructional Model.

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.

Middle School teachers have a 90 minute common planning period built into their daily schedules. A day is designed for teachers to receive content professional development, and B days are designed for grade level common planning. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

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

1. Respond to walk in and faxed resumes
2. Work with Human Resources Department to find quality applicants from college and university informational fairs.
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design.
4. Mentoring and Induction for Novice Teachers (MINT) – Assists beginning teachers with meeting the professional requirements of the state statutes.
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers.
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.

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

Westview K-8 is aligned with the MINT mission and vision of Duval County Public Schools to provide a comprehensive teacher induction program that will enhance retention, teacher quality with the overall goal of increasing student achievement. Novice teachers are paired with mentor teachers based on need and the knowledge and experience of the mentor teacher.

Overview

Westview K-8 has designed a new teachers program especially for the teachers at Westview K-8. The goal of the New Teachers Program is to develop highly qualified teachers and empower them with best practices that will lead to improved student achievement for all students. In addition, the New Teacher's Program will also help to improve teacher retention at Westview K-8.

New Teacher Orientation

In addition to the district's new teacher orientation, all novice teachers will be invited to participate in a pre-back to school orientation at Westview K-8 held two weeks prior to pre-planning. During this week novice teachers will be provided with an exclusive tour and learn important facts about their new school. There will be professional development provided for the teachers by high performing teachers and school based administrators on lesson planning, the newly adopted reading initiative, CHAMPS, Duval Reads, and Duval Math, and Science. There will be additional provided professional development sessions on being a Green School, Westview's Vision Statement, technology, communicating with parents and the code of ethics.

Moreover, there will be a meet and greet planned during this week where the novice teachers will have the opportunity to meet their mentor.

New Teacher's Professional Learning Community:

All beginning teachers will be expected to participate in Westview K-8's Professional Learning Community. The New Teacher's Professional Learning Community will be a one year professional learning community in which new teachers will have the opportunity to collaborate with their mentors as well as other colleagues and learn best practices to enhance the their instructional delivery. The sessions for the new teachers program will be based:

- on the needs of the participants as identified in the beginning of the year survey
- classroom observations
- mentors
- Feedback provided by the participants from school and district professional development

In addition, participants will participate in at least two book studies. During the 1st semester the focus will be on establishing solid ritual and routines by reading *The First One Hundred Days* by Harry Wong and the 2nd semester teachers will read the *What Great Teachers Do Differently: 14 Things That Matters Most* by Todd Whittaker. The participants in the New Teacher's Professional Learning Community will meet for one hour on the 1st and 3rd Monday of each month from 7:50 – 8:30.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instruction and blended learning are aligned utilizing the district curriculum guide. Teachers plan all instruction based on the the Florida Standards Standards. All instruction is aligned with the four pillars to ensure students' success: rigor, students fully engaged,demonstrating ownership, and understanding. Teachers receive ongoing professional development to ensure that all instruction is

aligned and implement with fidelity.

Additionally, middle school teachers have a 90 minute common planning period built into their daily schedules. B day is designed for grade level planning and A days are designed for teachers to receive content professional development. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The instructional delivery method for all core academic subjects embed stations as a strategy to provide students with instruction based on their needs as identified by variety of data sources. Also, teachers embed teacher led strategy or skill groups during the station time to provide students with additional support based on their needs. Language Arts(60 minutes) and Math (30 minutes) are designed to provided students with differentiated instruction based on their needs.

The technology programs (Achieve 3000 and I-Ready Reading and Math) are data driven and provide students with enrichment or remediation based on their needs.

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

Strategy: After School Program

Minutes added to school year: 2,220

Elementary Students:

The after school program will focus on increasing student achievement in Language Arts. During the after school, students will rotate through the teacher led center 2-3 days based on their needs as identified from the data. The teacher will remediate students using various resources as aligned in the plan. The teacher led center will be two thirty minute rotations. The remaining students will rotate through I-Ready, Word Work, FCRR and strategy groups based on their individual needs. Enrichment students will rotate through I-Ready, literature circles and content based projects.

Middle School Plan:

Students will be grouped based on their individual needs as determined by previous FSA trends, Achieve 3000, Curriculum Guide, and SRA and DAR assessments. Level 1 and 2 students in Language Arts and Math will receive remediation. Language Art students will rotate through computer, vocabulary and fluency stations. Students will also work in a teacher led center. Teacher will assess students to monitor the effectiveness of remediation. Each station will be 20 minutes. Students will be group based on their individual needs as determined by data.

Math students will participate in Math Stations during the after school program. Students will be identified based on FSA trends, Curriculum Guide Assessments and classroom performance. Students will rotate through computer, problem of the day requiring a written response, and real word problem stations. Students will work in a teacher led center. There will be three 20 minute rotations. Students will receive individualized instruction based on their needs.

Strategy Rationale

The framework for the after school program is designed to provide students with explicit instruction based on each student's academic needs that will lead to an increase in student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thomas, Jennifer , thomasj5@duvalschools.org

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

The effectiveness of the after school program will be evaluated by assessments that teachers will administer after the remediation of a specific. Reports, curriculum guide assessments, performance task, attendance and discipline referrals will be sources of data collected to evaluate the effectiveness of the extended hour.

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.

There are several strategies implemented to support the out going of cohorts of 8th grade students transitioning to high school. The School Counselor Department sponsors an annual 8th grade parent night that is featured as a high school showcase. This night is designed to inform students and parents about the programs that each high school specializes in and the preparation for post high school. Additionally, the Guidance Counselor participates in vertical planning with high school guidance counselors to develop high school schedules. All 8th grade students participate in a career class where students are able to develop a 4 year post high school plan.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we actively engage stakeholder involvement through the SIP process, then we will create a supportive learning environment that will foster whole student growth and development.
- G2.** If we create a responsive classroom environment through culturally diverse learning styles then we will create a safe and civil school where student learning will be enhanced.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we actively engage stakeholder involvement through the SIP process, then we will create a supportive learning environment that will foster whole student growth and development. 1a

G086444

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
District Parent Survey	75.0
School Climate Survey - Parent	90.0
FSA ELA Achievement	46.0
FSA Mathematics Achievement	48.0
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	75.0
Algebra I EOC Pass Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Limited stakeholder involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIP process
- Professional Development

Plan to Monitor Progress Toward G1. 8

Student gains through assessments, decrease of discipline behavior, and increase in HERO points.

Person Responsible

Jeravon Wheeler

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student data, discipline data, HERO data.

G2. If we create a responsive classroom environment through culturally diverse learning styles then we will create a safe and civil school where student learning will be enhanced. 1a

G086445

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2500.0
Highly Effective Teachers (VAM)	98.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent school-wide rituals and routines (HERO/Rituals & Routines)

Resources Available to Help Reduce or Eliminate the Barriers 2

- HERO, CHAMPs, PD for teachers

Plan to Monitor Progress Toward G2. 8

Student data will be monitored throughout the year to guarantee that they are working towards proficiency.

Person Responsible

Candi Sweet

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data from assessments showing students working towards proficiency.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If we actively engage stakeholder involvement through the SIP process, then we will create a supportive learning environment that will foster whole student growth and development. **1**

 G086444

G1.B1 Limited stakeholder involvement **2**

 B229711

G1.B1.S1 Through specific PD to educate stakeholders on various services that focus on the development of the whole child. **4**

 S242356

Strategy Rationale

Through the PD is will assist the school close the gap between the stakeholders and school.

Action Step 1 **5**

During common planning, teachers will review with the academic coach what student accountable talk looks like and sounds like.

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Observations during common planning and lessons in class.

Action Step 2 **5**

During common planning, teachers will review with the academic coach what specific, corrective feedback looks like to enhance student understanding.

Person Responsible

Candi Sweet

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review student pieces to view teacher corrective feedback.

Action Step 3 5

Actively implement HERO and school wide rituals and routines to promote positive behavior and a safe and civil learning environment.

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Through HERO points and discipline data.

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

Monitoring and support will be done on a weekly basis to guarantee that implementation is being done with fidelity.

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review of HERO points, Review of discipline data, review of teacher corrective feedback on student work, and walk-throughs listening to student accountable talk.

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

Monitoring and support will be done on a weekly basis to guarantee that implementation is being done effectively.

Person Responsible

Candi Sweet


Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review of HERO points, Review of discipline data, review of teacher corrective feedback on student work, and walk-throughs listening to student accountable talk.

G2. If we create a responsive classroom environment through culturally diverse learning styles then we will create a safe and civil school where student learning will be enhanced. 1

 G086445

G2.B1 Lack of consistent school-wide rituals and routines (HERO/Rituals & Routines) 2

 B229712

G2.B1.S1 Provide school-wide PD on how to implement and facilitate instructionally sound differentiated lessons to promote student understanding. 4

 S242357

Strategy Rationale

In order for teachers to be able to teach diverse learning styles, they must be provided professional development on how to do it.

Action Step 1 5

Professional development will be provided by the instructional coaches on differentiated lessons.

Person Responsible

Candi Sweet

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Differentiated teacher lesson plans

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

Review lesson plans, centers/rotations, and monthly data chats will be implemented to guarantee differentiation.

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, center lesson plans, data

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

Review student data to monitor the effectiveness of the differentiation.

Person Responsible

Jeravon Wheeler

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Increased student data towards proficiency.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M323889	Student gains through assessments, decrease of discipline behavior, and increase in HERO points.	Wheeler, Jeravon	8/29/2016	Student data, discipline data, HERO data.	6/2/2017 monthly
G2.MA1 M323892	Student data will be monitored throughout the year to guarantee that they are working towards...	Sweet, Candi	8/29/2016	Data from assessments showing students working towards proficiency.	6/2/2017 biweekly
G1.B1.S1.MA1 M323887	Monitoring and support will be done on a weekly basis to guarantee that implementation is being...	Sweet, Candi	8/29/2016	Review of HERO points, Review of discipline data, review of teacher corrective feedback on student work, and walk-throughs listening to student accountable talk.	6/2/2017 weekly
G1.B1.S1.MA1 M323888	Monitoring and support will be done on a weekly basis to guarantee that implementation is being...	Wheeler, Jeravon	8/29/2016	Review of HERO points, Review of discipline data, review of teacher corrective feedback on student work, and walk-throughs listening to student accountable talk.	6/2/2017 weekly
G1.B1.S1.A1 A313669	During common planning, teachers will review with the academic coach what student accountable talk...	St. Amand, Claire	8/29/2016	Observations during common planning and lessons in class.	6/2/2017 weekly
G1.B1.S1.A2 A313670	During common planning, teachers will review with the academic coach what specific, corrective...	Sweet, Candi	8/29/2016	Review student pieces to view teacher corrective feedback.	6/2/2017 weekly
G1.B1.S1.A3 A313671	Actively implement HERO and school wide rituals and routines to promote positive behavior and a...	Wheeler, Jeravon	8/29/2016	Through HERO points and discipline data.	6/2/2017 weekly
G2.B1.S1.MA1 M323890	Review student data to monitor the effectiveness of the differentiation.	Wheeler, Jeravon	8/29/2016	Increased student data towards proficiency.	6/2/2017 biweekly
G2.B1.S1.MA1 M323891	Review lesson plans, centers/rotations, and monthly data chats will be implemented to guarantee...	Wheeler, Jeravon	8/29/2016	Lesson plans, center lesson plans, data	6/2/2017 weekly
G2.B1.S1.A1 A313672	Professional development will be provided by the instructional coaches on differentiated lessons.	Sweet, Candi	8/29/2016	Differentiated teacher lesson plans	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we actively engage stakeholder involvement through the SIP process, then we will create a supportive learning environment that will foster whole student growth and development.

G1.B1 Limited stakeholder involvement

G1.B1.S1 Through specific PD to educate stakeholders on various services that focus on the development of the whole child.

PD Opportunity 1

During common planning, teachers will review with the academic coach what student accountable talk looks like and sounds like.

Facilitator

All instructional coaches

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

PD Opportunity 2

During common planning, teachers will review with the academic coach what specific, corrective feedback looks like to enhance student understanding.

Facilitator

All instructional coaches

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

PD Opportunity 3

Actively implement HERO and school wide rituals and routines to promote positive behavior and a safe and civil learning environment.

Facilitator

Sweet, Wheeler, Battle, Gayle, Thomas

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

G2. If we create a responsive classroom environment through culturally diverse learning styles then we will create a safe and civil school where student learning will be enhanced.

G2.B1 Lack of consistent school-wide rituals and routines (HERO/Rituals & Routines)

G2.B1.S1 Provide school-wide PD on how to implement and facilitate instructionally sound differentiated lessons to promote student understanding.

PD Opportunity 1

Professional development will be provided by the instructional coaches on differentiated lessons.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	During common planning, teachers will review with the academic coach what student accountable talk looks like and sounds like.	\$0.00
2	G1.B1.S1.A2	During common planning, teachers will review with the academic coach what specific, corrective feedback looks like to enhance student understanding.	\$0.00
3	G1.B1.S1.A3	Actively implement HERO and school wide rituals and routines to promote positive behavior and a safe and civil learning environment.	\$0.00
4	G2.B1.S1.A1	Professional development will be provided by the instructional coaches on differentiated lessons.	\$0.00
Total:			\$0.00