

Duval County Public Schools

New Berlin Elementary School



2016-17 Schoolwide Improvement Plan

New Berlin Elementary School

3613 NEW BERLIN RD, Jacksonville, FL 32226

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for New Berlin 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.

New Berlin is committed to excellence and learning for all.

b. Provide the school's vision statement.

To empower each learner to reach their highest potential.

2. School Environment

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

New Berlin Elementary learns about student cultures and builds relationship through Parent Nights, information surveys that are sent home, various writing assignments students complete, and multiple school events that require families to intermingle with the school faculty. The 2016-2017 school theme "Reach for the Stars," encourages all stakeholders to go the extra distance to make New Berlin a success.

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

The school creates an environment where students feel safe by ensuring that all external and internal doors remain locked at all times. Any person visiting the campus must report to the main office to check in and only those visitors that have cleared background checks are allowed contact with students. A new Buzzer Entry System was installed in 2014 which allows control from the principal's office as well as a central location. The five panel video monitoring system allows visual observation and manual entry control of all exterior doors. New Berlin Elementary shows respect for students, promotes and celebrates student responsibility and achievement through quarterly award ceremonies, monthly Stupendous Student celebrations, and end of the year recognition events that highlight superior conduct and academic achievement. A digital banner was installed at the start of the 2016-2017 school year to highlight school events and celebrate student achievement.

Our school guidance counselors, Ms. Angela Hendley and Mrs. Amelia Williams lead our Bully Prevention Program with students.

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

The NBE school wide behavioral system is based on a positive approach to behavior management. All grade levels have adopted an age appropriate behavior system that allows movement based on expected behaviors. Grade level assemblies are conducted during the first week of school to review the Student Code of Conduct . Parents are able to view the plan online with their child and submit a signed acknowledgement form upon completion. Teachers use CHAMPS to frequently model, monitor and reteach rituals and routines to ensure school and classroom expectations are clearly understood and followed. Classrooms can earn "Paw Points" for following school wide expectations. Each class is celebrated once they earn 25 Paw Points. Teachers submit weekly positive behavior

referrals to admin. This ensures we are highlighting positive student choices. Administrators attend district professional development regarding discipline that is consistent across all elementary schools. Teachers receive annual training during pre-planning that focuses on Code of Conduct updates and school needs based on the previous year's data.

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.

Teachers use a school developed template to conduct annual reviews of all cumulative folders to identify academic and/or ESE status, health concerns, special custody issues and behavior targets. The completed class templates are then submitted to all administrators and guidance counselors to ensure wrap around services are provided. It is the responsibility of the classroom teacher to know the story of each individual student placed in his/her care. Guidance counselors are responsible for reviewing cumulative folders and completing the template for students enrolling after the second week of school. Twenty percent New Berlin's student population has parents enlisted in the military. The full time military counselor meets with these students daily during their lunch period. She also provides parent training to enlisted and retired members of the armed forces. The guidance counselors meet with students and present classroom lessons on character development. Their case loads will shift annually to ensure students are monitored by the same counselor from grades K-5.

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.

Rtl is used to identify students with academic or behavior deficiencies. Referrals and attendance are entered in FOCUS. Administrators and guidance counselors use Performance Matters to sort and review data by class, grade level, gender and race.

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	4	27	25	26	25	15	0	0	0	0	0	0	0	122
One or more suspensions	0	1	0	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	4	9	4	5	6	7	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	8	17	24	0	0	0	0	0	0	0	49

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	10	57	55	34	51	44	0	0	0	0	0	0	0	251

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

2016-2017 Intervention Strategies

RtI

Additional guidance counselor position will allow monitoring of students by the same counselor from kindergarten through 5th grade.

SAI Tutors for small group support

Reading coaches support grades 2 & 3

Quarterly Grade Reviews

Beginning, Middle, End of Year Parent Data Reports

Attendance Intervention Team

Tuesday Folders

Parent Conferences

Teacher/Admin Data Chats

Teacher/Student Goal Setting Conferences

Tier 2 Reading- iReady (K-2), Achieve 3000 (3-5), DAR/TTS

Tier 3 Reading - Barton Reading

Tier 2 Math - iReady

Tier 3 Math - iReady print materials

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

NBE provides the following opportunities to build positive relationships with families to increase involvement and keep parents informed of their child's progress.

In the Loop with Lewis - Text Messaging

Monthly Principal Newsletter

Facebook Page

Grade Level Newsletters

School Website

Orientation

Open House

Tuesday Folders

Parent Data Chat Reports

Parent Conferences

Learning Night

Parent Academy

Grandparents' Sock Hop

Boo Hoo Breakfast - First day of school for kindergarten parents

Stupendous Student - Monthly character celebration

Volunteer Training

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.

NBE has established strong partnerships with local businesses. Donations from local businesses, advertising on car rider placards, and relationships with agencies such as the agricultural extension office are all working in conjunction to support student achievement. New Berlin sends home communication flyers to parents that own businesses and solicits their support to become partners. Several faculty members attended local faith based worship services and have generated support for the school from these organizations. Also, the PTA has visited surrounding businesses in the community and secured business partnerships with these stakeholders. The school's good news ambassador ensures school highlight articles are submitted monthly to the community newspaper and displayed on the district's website.

New Berlin has established a 5th grade mentorship program with Connect Church for the 2016-2017 school year.

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
Lewis, Crystal	Principal
Cox, Laurel	Teacher, K-12
O'Reilly, Heather	Teacher, K-12
Elliott, Brenda	Teacher, ESE
Horne, Toni	Assistant Principal
Hughes, Kimberly	Assistant Principal
Nichols, Trescha	Teacher, K-12
Williams, Janice	Teacher, K-12
Poole, Selena	Instructional Coach
Sanders-Smith, Cynthia	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.

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of New Berlin Elementary School. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates

how the school has used MtSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school based RtI Leadership Team is comprised of the following individuals:

Crystal Lewis (Principal)/Toni Horne(Assistant Principal)/ Kimberly Hughes (Assistant Principal) Leads the RtI team and provides a 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: ensures adequate professional development to support RtI implementation: and communicates with parents regarding school-based RtI plans and activities.

Denise Nelson (Foundations Chair) - 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.

Selina Poole (Reading Coach) and Cynthia Sanders-Smith (Reading Coach) develop, 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; and provides support for assessment and implementation monitoring.

Amelia Williams and Angela Hendley (Guidance Counselors) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: organizes MRT meetings, works with teachers to provide support for the students' 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.

Shannon Brennan, Brenda Elliott, Deanna Emery, Cameron Gavagan and Genevie Sherrer(ESE Teachers) - participate in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

Ms. Sherrer also provided training to the faculty for creating and implementing PMP and RTI plans in SEAS for Tier 2 and Tier 3 students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Crystal Lewis	Principal
Frank Nettles	Teacher
Latesha Austin	Parent
Christy Homitz	Parent
Sava Quick	Parent
	Student
Anna Holden	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 plan is reviewed each semester by stakeholders and goals and strategies are discussed and revised as needed.

b. Development of this school improvement plan

The School Advisory Council (SAC) was provided a draft of the School Improvement Plan to review and provide feedback.

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

Stakeholders have input into the development of budgetary items.

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

Pending allocation, SAC money will be spent to purchase supplemental materials to support classroom instruction. The school does not have current school improvement funds.

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
Lewis, Crystal	Principal
Hughes, Kimberly	Assistant Principal
Ricketts, Doris	Teacher, K-12
Shugart, Jesse	Teacher, K-12
Williams, Janice	Teacher, K-12
Gonzales, Pauline	Teacher, K-12
Dorough, Pam	Teacher, K-12

b. Duties

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

This Literacy Leadership Team will focus on implementing DUVAL Reads curriculum in Kindergarten through 5th grade. The team will help each teacher understand the LAFS, implementation of the core curriculum, and differentiation of centers based on individual student data.

Annual Events

Read Across America

Learning Night

Literacy Pumpkins School Wide Project

Literacy Parade

25 Book Campaign/Reading Celebration

Achieve 3000 Competition (3rd - 5th)

i-Ready Incentives (K-2)

Counselors Corner in monthly newsletter provided recommended reading to support monthly character trait

The LLT will also monitor the progress of all subgroups and identify critical needs based upon reading data. The LLT will develop a plan to incorporate literacy across all curriculum including technology and help teachers become familiar with all data sources within the Performance Matters data system.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The NBE teaching workday is structured to provide common planning for teachers through content areas and grade level. Vertical Learning Communities meet to review grade level learning expectations and ramp up strategies needed to provide continuity of instruction throughout the school. Learning gaps are used to determine next steps for each grade level.

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

The building principal will recruit highly qualified faculty from local teacher recruitment fairs and interns within the building. Teachers receive ongoing feedback that extends beyond required observations. Informal teacher/principal chats are conducted each fall and spring to determine and review skill sets and interests. Information obtained from the informal chats are used to make decisions regarding grade level/content assignments as well as leadership roles within the school to build capacity .

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

The school follows the district sponsored MINT program. Our Professional Development Facilitator, Jill Evans, pairs new teachers with experienced teachers based on grade level and subject area. Our new MINT teachers are: Helen Arteaga, Mindy Hires, Lisa Stuart, Sarah Barry, Kari Dulls, Victoria Caruso. Administrators and coaches create classroom visit and walk-through schedules that extend beyond required district observations. Teachers are also given TDE days to observe veteran teachers with lookfors assigned in advance. The principal hosts FIRST FRIDAY meetings with new teachers to provide additional support as the assimilate to the profession and school. Topics are selected based on the pacing of the school year.

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.

NBE ensures core instructional programs that are aligned to the Florida standards and the FSSS for Science by using district curriculum guides and materials to plan lessons. Supplementary materials are vetted to ensure alignment and cognitive complexity of standards. NBE utilizes district provided research based computer instructional programs; I Ready, Achieve 3000 and Penda, that embeds the Florida Standards.

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.

NBE has Collaborative Problem Solving Teams that meet bi-weekly to review student achievement data and student performance. Interventions are developed to help support students that are having difficulty meeting grade level expectations. The faculty has been trained on using the Performance Matters data system to monitor and track student performance on a variety of data points. The Leadership Team monitors data from district assessments, I-Ready progress monitoring, Achieve 3000 levelsets, as well as common assessments across grade levels.

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: 2,160

After school teachers provide small group instruction to students in the after school program based on the needs assessment provided by classroom teacher.

Strategy Rationale

To increase the amount of quality learning time and enrichment that has a direct effect on student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzales, Pauline, iberap@duvalschools.org

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

Student achievement data and ongoing progress monitoring results.

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.

To assist fifth grade students in transitioning from elementary to middle school New Berlin Elementary will provide the following support systems.

- * Transition Day visit to our feeder pattern middle school
- * After school art portfolio sessions for students auditioning for the middle school performing arts magnet program
- * Guidance sessions that focus on goal setting

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.

Goal setting is incorporated into the Achieve 3000 program, which aligns with college and career readiness.

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 implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% or more will achieve at least one year's growth in math.
- G2.** If we implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% of the students will achieve at least one year's growth in reading.

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 implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% or more will achieve at least one year's growth in math. 1a

G086448

Targets Supported 1b

Indicator	Annual Target
5Es Score: Math Instruction	75.0

Targeted Barriers to Achieving the Goal 3

- Students in all grades do not have a grasp of basic mathematical functions in Number and Operations. Students demonstrate knowledge of strategies but lack automaticity with basic facts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DUVAL Math Curriculum, Math IReady and FSA Math Item specification

Plan to Monitor Progress Toward G1. 8

Review student data on a regular basis

Person Responsible

Toni Horne

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on interactive journals, student assignments, results on district and state assessments

G2. If we implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% of the students will achieve at least one year's growth in reading. 1a

G086449

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	84.0
AMO Reading - All Students	84.0
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal 3

- Some students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Item Specs, Acheive 3000, iReady Reading, Common Planning, Reading Coach

Plan to Monitor Progress Toward G2. 8

Review student data on a regular basis

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student performance on interactive journals, classroom assignments, district and state 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

 = Problem Solving Step  S123456 = Quick Key

G1. If we implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% or more will achieve at least one year's growth in math. **1**

 G086448

G1.B1 Students in all grades do not have a grasp of basic mathematical functions in Number and Operations. Students demonstrate knowledge of strategies but lack automaticity with basic facts. **2**

 B229719

G1.B1.S1 Use I-Ready daily to fill in learning gaps and to extend learning. **4**

 S242365

Strategy Rationale

The program individualizes instruction based on data from iReady and classroom products.

Action Step 1 **5**

Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.

Person Responsible

Toni Horne

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance reports

Action Step 2 **5**

Teachers will monitor and assign I Ready activities biweekly that will advance students level of understanding

Person Responsible

Toni Horne

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Teacher will review student data biweekly.

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

Reports will be pulled in I-Ready to ensure students are completing and passing lessons.

Person Responsible

Toni Horne

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

I-Ready student profile reports and Response to Instruction Reports

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

Monitor Monthly Progress Monitoring Reports

Person Responsible

Crystal Lewis


Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance reports and quarterly data chats

G1.B1.S2 Schoolwide bi-monthly timed math facts assessments. 4

 S242366

Strategy Rationale

Students will practice math facts to build automaticity.

Action Step 1 5

Students will be given a timed math fact assessments weekly sprints

Person Responsible

Toni Horne

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Teachers will track students progress monthly towards grade level proficiency.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will report class progress biweekly

Person Responsible

Toni Horne

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Teachers' bi-weekly reports, lesson plans, small group anecdotal notes, class observations, and student performance reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Weekly Math Assessments

Person Responsible

Crystal Lewis

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Student performance reports, teachers' math reports, classroom observations

G1.B1.S3 Teachers will develop and assign learning activities that will advance students level of understanding. 4

 S242367

Strategy Rationale

Teachers will plan instruction based on data received from i Ready and classroom assessment.

Action Step 1 5

Teachers will participate in weekly common planning.

Person Responsible

Toni Horne

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Monitored common planning, teacher meeting notes

Action Step 2 5

Teachers will create formative assessments aligned to MAFS.

Person Responsible

Toni Horne

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Student work/assessment aligned to MAFS that mirror Item Spec. Examples

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom walkthrough to focus on Implementation of students use of appropriate tools and strategies.

Person Responsible

Crystal Lewis

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Teacher master journals, student interactive journals, observation, student work,

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Strategic Focus Walks on learning activities

Person Responsible

Toni Horne

Schedule

Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion

Student product (i.e exit tickets and learning tasks)

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review student data and student work

Person Responsible

Crystal Lewis

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Task analysis utilizing EQuIP Protocol

G2. If we implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% of the students will achieve at least one year's growth in reading. 1

 G086449

G2.B1 Some students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently. 2

 B229720

G2.B1.S1 Consistently use i-Ready and Achieve 3000 as a remediation tool. 4

 S242368

Strategy Rationale

These programs individualize instruction based on the student ability.

Action Step 1 5

Weekly use of i-Ready and Achieve 3000 programs in the classroom. "Strive for 45."

Person Responsible

Kimberly Hughes

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs

Action Step 2 5

Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.

Person Responsible

Kimberly Hughes

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Individual Student Profiles and Lexile Levelsets in Achieve 3000.

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

Monitoring i-Ready and Achieve 3000 usage

Person Responsible

Toni Horne

Schedule

Biweekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

i-Ready and Achieve 3000 program student reports

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

Check for student learning gains

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Progress Monitoring reports

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

Data Dives

Person Responsible

Crystal Lewis

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Student Reports

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

Monitoring i-Ready and Achieve 3000 Performance

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

i-Ready and Achieve 3000 student reports; Student profiles and level sets

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

Data Dive

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

I Ready Progress Monitoring, Classroom data and District assessment results

G2.B1.S2 Students will receive differentiated small group instruction based upon data. 4

 S242369

Strategy Rationale

Teachers will meet with students to decrease the learning gap.

Action Step 1 5

Teachers will plan instruction based on data received from classroom assignments, I-Ready, and Achieve

Person Responsible

Kimberly Hughes

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Usage of prescribed lesson to differentiate teacher led or center activities.

Action Step 2 5

Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.

Person Responsible

Kimberly Hughes

Schedule

Biweekly, from 9/8/2016 to 5/26/2017

Evidence of Completion

Meeting minutes, student work, lessons created, learning strategies

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

Classroom walkthroughs with a focus on differentiated centers and differentiation during the work period

Person Responsible

Kimberly Hughes

Schedule

Weekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

interactive journal entries, Guided Reading notes, teacher master journal, Assessment in Instruction checklist

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

Attend common planning and/or optional PD sessions

Person Responsible

Kimberly Hughes

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Administrative support, meeting minutes, classroom observations, student work

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

Lesson Plans, Student Work, monitor student data

Person Responsible

Crystal Lewis


Schedule

Quarterly, from 10/14/2016 to 5/26/2017

Evidence of Completion

Student grades, progress on I-Ready and Achieve programs and data chats

G2.B1.S3 Teachers will develop and assign learning activities that will advance students level of understanding. 4

 S242370

Strategy Rationale

Teachers will provide work that will expand students level of aptitude.

Action Step 1 5

Teachers will participate in weekly common planning

Person Responsible

Kimberly Hughes

Schedule

Biweekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

closely monitored common planning and teacher meeting notes

Action Step 2 5

Teacher teams will create formative assessments aligned to LAFS

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student work or tasks that are aligned to FSA with questions that mirror the items specification examples

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

Classroom Walk through focused on the implementation of strategies

Person Responsible

Crystal Lewis

Schedule

Biweekly, from 9/20/2016 to 5/26/2017

Evidence of Completion

Interactive journals, master journal, student work and observations

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

Strategic focus walks focused on learning activities

Person Responsible

Kimberly Hughes

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student products (i.e. exit tickets, learning tasks)

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

Review of student work

Person Responsible

Kimberly Hughes

Schedule

Biweekly, from 9/20/2016 to 5/26/2017

Evidence of Completion

Task analysis utilizing the Equip protocol

G2.B1.S4 The Reading Coach will support 3rd grade non proficient students. 4

 S242371

Strategy Rationale

Steady decline in learning gains. Targeted students will receive additional support in areas of deficiencies.

Action Step 1 5

Reading Coach will work with identified students in small group instruction.

Person Responsible

Selena Poole

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Coach will teach lessons based on data.

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

Classroom Walkthroughs and data chats

Person Responsible

Selena Poole




















Schedule

Biweekly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Achieve 3000, iReady Reading, Common Assessments and Standards Mastery

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  M323916	Review student data on a regular basis	Horne, Toni	9/6/2016	Student performance on interactive journals, student assignments, results on district and state assessments	5/26/2017 monthly
G2.MA1  M323929	Review student data on a regular basis	Hughes, Kimberly	9/30/2016	Student performance on interactive journals, classroom assignments, district and state assessments	5/26/2017 monthly
G1.B1.S1.MA1  M323909	Monitor Monthly Progress Monitoring Reports	Lewis, Crystal	9/6/2016	Student performance reports and quarterly data chats	5/26/2017 monthly
G1.B1.S1.MA1  M323910	Reports will be pulled in I-Ready to ensure students are completing and passing lessons.	Horne, Toni	9/6/2016	I-Ready student profile reports and Response to Instruction Reports	5/26/2017 weekly
G1.B1.S1.A1  A313680	Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.	Horne, Toni	9/6/2016	Student performance reports	5/26/2017 weekly
G2.B1.S1.MA1  M323917	Monitoring i-Ready and Achieve 3000 Performance	Hughes, Kimberly	9/30/2016	i-Ready and Achieve 3000 student reports; Student profiles and level sets	5/26/2017 monthly
G2.B1.S1.MA2  M323918	Data Dive	Hughes, Kimberly	9/30/2016	I Ready Progress Monitoring, Classroom data and District assessment results	5/26/2017 monthly
G2.B1.S1.MA1  M323919	Monitoring i-Ready and Achieve 3000 usage	Horne, Toni	9/23/2016	i-Ready and Achieve 3000 program student reports	5/26/2017 biweekly
G2.B1.S1.MA2  M323920	Check for student learning gains	Hughes, Kimberly	9/23/2016	Progress Monitoring reports	5/26/2017 monthly
G2.B1.S1.MA3  M323921	Data Dives	Lewis, Crystal	9/28/2016	Student Reports	5/26/2017 monthly
G2.B1.S1.A1  A313685	Weekly use of i-Ready and Achieve 3000 programs in the classroom. "Strive for 45."	Hughes, Kimberly	9/6/2016	Usage and progress monitoring reports from the i-Ready and Achieve 3000 programs	5/26/2017 weekly
G2.B1.S1.A2  A313686	Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.	Hughes, Kimberly	9/6/2016	Individual Student Profiles and Lexile Levelsets in Achieve 3000.	5/26/2017 daily
G1.B1.S2.MA1  M323911	Weekly Math Assessments	Lewis, Crystal	8/26/2016	Student performance reports, teachers' math reports, classroom observations	5/26/2017 biweekly
G1.B1.S2.MA1  M323912	Teachers will report class progress biweekly	Horne, Toni	8/26/2016	Teachers' bi-weekly reports, lesson plans, small group anecdotal notes, class observations, and student performance reports	5/26/2017 biweekly
G1.B1.S2.A1  A313682	Students will be given a timed math fact assessments weekly sprints	Horne, Toni	8/26/2016	Teachers will track students progress monthly towards grade level proficiency.	5/26/2017 biweekly
G2.B1.S2.MA1  M323922	Lesson Plans, Student Work, monitor student data	Lewis, Crystal	10/14/2016	Student grades, progress on I-Ready and Achieve programs and data chats	5/26/2017 quarterly
G2.B1.S2.MA1  M323923	Classroom walkthroughs with a focus on differentiated centers and differentiation during the work...	Hughes, Kimberly	9/13/2016	interactive journal entries, Guided Reading notes, teacher master journal, Assessment in Instruction checklist	5/26/2017 weekly
G2.B1.S2.MA3  M323924	Attend common planning and/or optional PD sessions	Hughes, Kimberly	9/6/2016	Administrative support, meeting minutes, classroom observations, student work	5/26/2017 weekly
G2.B1.S2.A1  A313687	Teachers will plan instruction based on data received from classroom assignments, I-Ready, and...	Hughes, Kimberly	9/6/2016	Usage of prescribed lesson to differentiate teacher led or center activities.	5/26/2017 weekly

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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.A2  A313688	Teachers will collaborate during common planning time to discuss learning strategies using the...	Hughes, Kimberly	9/8/2016	Meeting minutes, student work, lessons created, learning strategies	5/26/2017 biweekly
G1.B1.S3.MA1  M323913	Strategic Focus Walks on learning activities	Horne, Toni	8/26/2016	Student product (i.e exit tickets and learning tasks)	5/26/2017 daily
G1.B1.S3.MA3  M323914	Review student data and student work	Lewis, Crystal	8/26/2016	Task analysis utilizing EQuIP Protocol	5/26/2017 quarterly
G1.B1.S3.MA1  M323915	Classroom walkthrough to focus on Implementation of students use of appropriate tools and...	Lewis, Crystal	8/26/2016	Teacher master journals, student interactive journals, observation, student work,	5/26/2017 quarterly
G1.B1.S3.A1  A313683	Teachers will participate in weekly common planning.	Horne, Toni	8/26/2016	Monitored common planning, teacher meeting notes	5/26/2017 weekly
G1.B1.S3.A2  A313684	Teachers will create formative assessments aligned to MAFS.	Horne, Toni	8/26/2016	Student work/assessment aligned to MAFS that mirror Item Spec. Examples	5/26/2017 monthly
G2.B1.S3.MA1  M323925	Strategic focus walks focused on learning activities	Hughes, Kimberly	9/30/2016	Student products (i.e. exit tickets, learning tasks)	5/26/2017 monthly
G2.B1.S3.MA3  M323926	Review of student work	Hughes, Kimberly	9/20/2016	Task analysis utilizing the Equip protocol	5/26/2017 biweekly
G2.B1.S3.MA1  M323927	Classroom Walk through focused on the implementation of strategies	Lewis, Crystal	9/20/2016	Interactive journals, master journal, student work and observations	5/26/2017 biweekly
G2.B1.S3.A1  A313689	Teachers will participate in weekly common planning	Hughes, Kimberly	9/6/2016	closely monitored common planning and teacher meeting notes	5/26/2017 biweekly
G2.B1.S3.A2  A313690	Teacher teams will create formative assessments aligned to LAFS	Hughes, Kimberly	9/6/2016	Student work or tasks that are aligned to FSA with questions that mirror the items specification examples	5/26/2017 monthly
G2.B1.S4.MA1  M323928	Classroom Walkthroughs and data chats	Poole, Selena	9/30/2016	Achieve 3000, iReady Reading, Common Assessments and Standards Mastery	5/26/2017 biweekly
G2.B1.S4.A1  A313691	Reading Coach will work with identified students in small group instruction.	Poole, Selena	9/12/2016	Coach will teach lessons based on data.	5/26/2017 weekly
G1.B1.S1.A2  A313681	Teachers will monitor and assign I Ready activities biweekly that will advance students level of...	Horne, Toni	9/6/2016	Teacher will review student data biweekly.	6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If we implement data driven instruction and differentiate rigorous content aligned to the standard, at least 75% of the students will achieve at least one year's growth in reading.

G2.B1 Some students entering intermediate grades are reading below grade level. They lack comprehension strategies and grade level appropriate vocabulary needed to analyze literary and informational text fluently.

G2.B1.S1 Consistently use i-Ready and Achieve 3000 as a remediation tool.

PD Opportunity 1

Weekly use of i-Ready and Achieve 3000 programs in the classroom. "Strive for 45."

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

Weekly, from 9/6/2016 to 5/26/2017

G2.B1.S2 Students will receive differentiated small group instruction based upon data.

PD Opportunity 1

Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.

Facilitator

Grade Level Chair

Participants

ELA Teachers

Schedule

Biweekly, from 9/8/2016 to 5/26/2017

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	Students will successfully complete lessons in I-Ready during centers, at computer lab, and at home.	\$0.00
2	G1.B1.S1.A2	Teachers will monitor and assign I Ready activities biweekly that will advance students level of understanding	\$0.00
3	G1.B1.S2.A1	Students will be given a timed math fact assessments weekly sprints	\$0.00
4	G1.B1.S3.A1	Teachers will participate in weekly common planning.	\$0.00
5	G1.B1.S3.A2	Teachers will create formative assessments aligned to MAFS.	\$0.00
6	G2.B1.S1.A1	Weekly use of i-Ready and Achieve 3000 programs in the classroom. "Strive for 45."	\$0.00
7	G2.B1.S1.A2	Prescribe lessons based on individual student needs in I-Ready and Achieve 3000.	\$0.00
8	G2.B1.S2.A1	Teachers will plan instruction based on data received from classroom assignments, I-Ready, and Achieve	\$0.00
9	G2.B1.S2.A2	Teachers will collaborate during common planning time to discuss learning strategies using the EQuIP protocol.	\$0.00
10	G2.B1.S3.A1	Teachers will participate in weekly common planning	\$0.00
11	G2.B1.S3.A2	Teacher teams will create formative assessments aligned to LAFS	\$0.00
12	G2.B1.S4.A1	Reading Coach will work with identified students in small group instruction.	\$0.00
Total:			\$0.00