

Duval County Public Schools

# John E. Ford K 8 School



2016-17 Schoolwide Improvement Plan

# John E. Ford K 8 School

1137 CLEVELAND ST, Jacksonville, FL 32209

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

## School Grades History

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

*\*Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for John E. Ford K 8 School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	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 John E. Ford PK-8 English/Spanish Montessori School is to provide educational excellence in every classroom, for every student, every day.

##### b. Provide the school's vision statement.

Together, our school community provides a culturally-conscious, nurturing, and respectful environment in which we intentionally foster creative and confident humanitarians.

#### 2. School Environment

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

Prior to the start of each school year, administrators pull demographic data on enrolled students and deliver welcome fliers, in person, to area apartment complexes and our local community center. All staff participated in professional development targeted on knowing and understanding the cultural backgrounds of the students in our school.

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

The Peace Curriculum has been fully adopted at John E. Ford Montessori. Students engage in daily lessons and procedures focusing on honoring oneself, honoring others, and honoring their environment. Each day closes with personal, positive affirmations to each individual in the elementary grades. All students engage in daily meditation and restorative yoga. All staff, both in and out of the classroom, are trained to specifically address students whether it be in the form of praise, redirection, or greetings.

##### 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.

All classes adhere to the Montessori Method of responsibility: honor oneself, honor others, and honor the environment. Grace and courtesy lessons are taught daily in the primary and lower elementary classrooms. A portion of daily morning meetings is dedicated to lessons surrounding the responsibilities as mentioned above. Middle school classrooms engage in CHAMPs, a specific ordering of expectations that allows students the clear understanding of tasks for which they will be engaged and the manner for which students will engage in each task, prior to and following each transition. All teachers are trained in both the Montessori Method of responsibilities and CHAMPs prior to the school year and as often as necessary, in the form of a coaching cycle until these student engagement models are easily identifiable in the classroom.

##### 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.

At John E. Ford, we have the incredible opportunity of having a Communities in Schools counselor onsite to providing mentoring to 10% of our student population five days a week. Our school

counselors provide classroom guidance, small group counseling and individual student guidance sessions. A select group of our upper elementary and middle school students are trained each year as peer mediators to assist students in resolving conflicts before becoming a referable offense. Lastly, district support in the form of grief counseling and behavioral supports are readily available on a case by case basis.

### 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.

At John E. Ford PK-8, we identify at risk students through the use of FOCUS ( a student record data program). This database allows us to examine grades, attendance, course failures, statewide assessment data and disciplinary incidents. Teachers and academic coaches are provided with state and district data to use in driving instruction to students through both focused instruction to the individual student and social/emotional supports daily. Formative assessments are utilized as a measure to determine proficiency levels in meeting targets.

#### 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	13	11	4	1	3	1	9	10	9	0	0	0	0	61
One or more suspensions	3	2	3	3	0	2	2	1	0	0	0	0	0	16
Course failure in ELA or Math	19	10	7	3	1	0	6	3	6	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	22	18	19	2	7	10	0	0	0	0	78

##### 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	47	49	37	19	29	14	29	31	22	0	0	0	0	277

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

- Attendance Intervention team meetings monthly to address absences from school and tardy arrivals
- Restorative Justice
- School-wide Montessori Peace Curriculum
- Communities in Schools therapy sessions
- Classroom/small group/individual guidance programs
- Strategic small group/individualized instruction built into school day
- Progress Monitoring Plans
- Response to Intervention Systems
- Child Guidance Team meeting
- Lunch and learn math tutoring sessions

## B. Family and Community Engagement

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

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

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

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

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309648>.

#### 2. Description

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

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

Shiloh Metropolitan Baptist Church and John E. Ford have been long standing partners. The staff at John E. Ford attends functions at the church and Shiloh provides monetary donations and engages in volunteer service projects. Naval Air Station Cecil Field also provides volunteer service hours. We in turn, send letters and treats to those servicemen overseas.

## 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
Renfro, Paula	Principal
Ingram, Shana	Assistant Principal
Giannuzzi, Noelle	Dean
Wright, Dishon	Other
Hernandez , Wanda	Instructional Coach
Durham, Stephanie	Instructional Coach
Curran, Elizabeth	School Counselor
Winterbottom, Shauna	School Counselor
Chambers, Michelle	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 Principal oversees all areas of the SIP. The Assistant Principal is responsible for specific subject areas. The Dean oversees all referrals and safety issues. The Test Coordinator is responsible for data and helping teachers understand the data. The Math Coach oversees math. The Reading Coaches oversees reading and writing. The Guidance Counselors help all students in the areas of academic achievement, personal/social development and career development.

**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.**

JOHN E. FORD K-8 SCHOOL Title I, Part A Parental Involvement Plan

I, Paula Renfro, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

? The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA; ? Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)]; ? Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)]; ? Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)]; ? Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)]; ? If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)]; ? Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; ? Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and ? Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional) Response: The John E. Ford K-8 School mission is to unify parents, the school and the community into one seamless entity to help support and provide a quality educational environment that will: inspire all students to acquire and use the knowledge and skills needed to succeed emotionally, socially and intellectually in a global economy and culturally diverse world. John E. Ford will achieve this by conducting at least 2 parent involvement activities per nine weeks. These activities will be designed to educate parents, Grandparents, and guardians on how to become more involved academically and socially.

### Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Response: To ensure that parents are involved with the planning, review and improvement of Title I programs. Parents who serve on parent organizations such as the Parent Teacher Association, School Advisory Council and Parent Volunteers were invited to participate in the review and update of the policy. During this time parents discussed implementation of activities, the parent-school compact and the parental involvement budget. Parent input will be added to the minutes from the meeting. Parents will continue to review programs and activities throughout the school year making suggestions for improvement. Parents are provided at least one week's advance notice of these meetings and agenda topics through the school calendar, the school website, the marquee in front of the school, PTA newsletters and via phone using School Messenger.

### Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

1

### Fee-based PreKindergarten

Parents of students enrolled in the tuition based Pre-Kindergarten program are encouraged to attend all of the workshops and parent events held at the school. The workshops and parent events are geared towards informing parents of grade level content, standards, curriculum and providing strategies to be implemented at home.

2

### Supplemental Educational Services

Students earning a Level I or Level 2 on state assessments are encouraged to participate in this program which offers afterschool remediation in reading and math. Parents are invited to attend an informational workshop where they are provided information about the program. They also have an opportunity to meet vendors.

### 3 IDEA

Students identified as ESE (Exceptional Student Education) are provided a free and appropriate education. These students must have an updated IEP (Individualized educational plan) on file.

### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

#### 1 Develop Presentation Materials

Noelle Giannuzzi

September 4-8, 2016

#### Future Survey

#### 2 Advertise/Publicize the Event Paula Renfro

August 28-September 11, 2016

Flyer, School Messenger Report

3

#### Maintain Documentation (SignIn Sheets, Agenda)

Noelle Giannuzzi

September 8, 15, 2016

## Parent Attendance as evidenced by Sign In Sheets

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)]. Response: John E. Ford K-8 School will incorporate input and recommendations from parents and staff into the scheduling of the events throughout the school year. Events will be scheduled before school, during the school day and after school in the evening. In addition, several events have been scheduled for Saturday mornings in the communities where many of the students reside. John E. Ford is a magnet school that serves students from all seven zones of the district as well as the students who reside in the neighborhood. Centralized transportation may not be feasible, while zone transportation may be available based on parent responses.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Count	Content	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1						

1

Title I Programs: Annual Title I Meeting

Noelle Giannuzzi Increased Parental Involvement

September 8/September 15, 2016

Sign In Sheets, Parent Surveys

2

Parent Education workshops

Paula Renfro

Increase parent involvement and understanding of Montessori curriculum

September 2016-May 2017 (biweekly)

Sign In Sheets, Parent Surveys

3

Community Event: Fall Festival

Paula Renfro

Increase parental involvement

October 14, 2016

Sign Sheets, Parent Surveys

4

Math/Science Literacy Night

Wanda Hernandez

Increased Levels of Math/Science Proficiency at Grades K-8

November 28, 2016

Sign In Sheets, Parent Surveys

5

Community Event: Hispanic Heritage Night

Shana Ingram

Increase parent involvement and cultural diversity November 7, 2016

Sign In Sheets, Parent Surveys

6

Family Literacy Night

Stephanie Durham

Increased Levels of Reading Proficiency School-Wide

January 26, 2017

Sign In Sheets, Parent Surveys

7

Black History Showcase

Shana Ingram/Noelle Giannuzzi

Increase parent involvement and cultural diversity February 16, 2017

Sign In Sheets, Parent Surveys

8

Daddy/Daughter Dance

Paula Renfro

Increase levels of parent involvement

May 12, 2017

Sign In Sheets, Parent Surveys

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Value of Parental Involvement: Developing and Implementing Strategies to Include Parents in the Student Learning Process	Noelle Giannuzzi	Improving Teacher/Parent Relationships	October 2016	Teacher Parent Conference Logs
2	Cultural Sensitivity: Resilience of Urban Learners and Academic Success for All	Paula Renfro	Improved Teacher/ Student Relationships	Ongoing September 2016-May 2017	Analysis of Teacher/Parent Surveys
3	Communication Sensitivity: Effectively Communicating with Parents and Students to Build Positive Relationships	Guidance	Improving and Maintaining Positive Relationships with Families	Ongoing- September 2016-May 2017	Analysis of Teacher and Parent Surveys
4	Developing Engaging Parent Workshops and Activities to Support Student Learning at Home	Wanda Hernandez	Parents are more likely to implement activities at home with their students which will increase reading and math proficiency levels	Quarterly	Analysis of Parent Surveys and Event Sign-In Sheets

1

Value of Parental Involvement: Developing and Implementing Strategies to Include Parents in the Student Learning Process

Noelle Giannuzzi

Improving Teacher/Parent Relationships

October 2016

Teacher Parent Conference Logs

2

Cultural Sensitivity: Resilience of Urban Learners and Academic Success for All

Paula Renfro

Improved Teacher/ Student Relationships

Ongoing September 2016-May 2017

Analysis of Teacher/Parent Surveys

3

Communication Sensitivity: Effectively Communicating with Parents and Students to Build Positive Relationships

Guidance

Improving and Maintaining Positive Relationships with Families

Ongoing- September 2016-May 2017

Analysis of Teacher and Parent Surveys

4

Developing Engaging Parent Workshops and Activities to Support Student Learning at Home

Wanda Hernandez

Parents are more likely to implement activities at home with their students which will increase reading and math proficiency levels

Quarterly

Analysis of Parent Surveys and Event Sign-In Sheets

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: 1

Parent Kiosk: Parents will have access to the on-line activities such as Parent Grade Portal, Volunteer Applications and Free/Reduced Lunch Application

Person Responsible: Noelle Giannuzzi

Timeline: September 2016-May 2017

Evidence of Effectiveness: Parent Sign In Sheet Located at Kiosk in the Guidance Area  
Response 2c

Consider moving the Parent Resource Center to the Media Center -

The parent resource center in the guidance area is currently equipped with a computer and printer for parents to use. Informational brochures will be added to the area for parents to access. Parental involvement activity notices will be displayed in the front office.

Person Responsible: Volunteer Coordinator

Timeline: September 2016-May 2017

Evidence of Effectiveness: Increase in Parental Involvement Activities as evidenced by Parent Sign-In Sheets

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

? Timely information about the Title I programs [Section 1118(c)(4)(A)]; ? Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; ? If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and ? If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: John E. Ford communicates information to parents regularly and in a variety of ways.

Parents are informed about Title I programs available at the school during the Annual Title I Meeting and Open House. Each month students receive calendars, newsletters and event flyers which outline events that will be taking place at the school and in the communities where many students reside.

The School Messenger automated message system is also used to send messages to parents via phone and email to inform them of upcoming events. Parents are informed about curriculum implementation, academic assessments, end of year expectations and required proficiency levels during Open House, parental involvement activities and parent-teacher conferences. To inform parents about student academic progress elementary progress reports are sent home every 4 weeks and middle school progress reports are sent home every 3 weeks. Parents also have access to Parent Grade Portal 24 hours a day 7 days a week. Information provided will be monitored through sign-in sheets from parental involvement activities and print outs from school messenger in regards to the number of parents who received messages.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]. Response:

John E. Ford PK-8 will disseminate information related to school and parent programs, meetings and school reports on the school website, through monthly newsletters sent with students, flyers posted around the school and via School Messenger the automated messenger system. Upon request, written communication will be provided for parents in specified languages. A copy of the any translated information will be placed in the parental involvement audit box for review as needed. Additionally, parents with disabilities will be provided accommodations for parental involvement activities as needed.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement: X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan. Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact. Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact. Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting. count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Math Family Night 1 75

Improve students' achievement on math assessments

2

Parent Education Workshops

4 80

Improve students' achievement on state-wide assessments

3 Family Literacy Night 1 50

Increased Levels of Reading, Math and Science

4 Black History Showcase 1 150

Increased Levels of Reading, Math, and Science Proficiency

5

Title I Programs: Annual Title I Meeting

2 375 Increase parent involvement

6

Hispanic Heritage Celebration

1 200 Increase parent involvement

7 Greening of the Grounds 1 30 Increase parent involvement 8 Art and Music Night 1 40 Increase parent involvement

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)]. count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 How to Include Parents: Volunteering 1 20

Improving Teacher/Parent Relationships

2

School and Community Relations: how to further develop positive relationships between community/ scho

2 130

Improved Teacher/Stakeholder Relationships

3

How to maintain effective communications with parents

1 70

Improve communication with stakeholders

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)]. count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

1

Parents/Guardians of economically disadvantaged lack communication access

Vary the methods of school/parent communications

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional) count Content/Purpose Description of the Activity

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Paula Renfro	Principal
Darlene Parker	Parent
Melissa Faciane	Parent
Amber Holley	Business/Community
Johnathan Bishop	Parent
Lawrence Barriner	Business/Community
Nina Mixon	Parent
Jen Vihrachoff	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*

After an analysis of school and student data for 2015-2016, SAC Members reviewed last year's school improvement plan. Upon review and analyzing year-end data, SAC assisted in formulating next steps for John E. Ford. One major change was to scale down the number of programs to one - Montessori.

*b. Development of this school improvement plan*

The School Improvement Plan was presented to SAC for understanding and input. Members were given the opportunity to provide input and feedback at the first meeting both orally and in writing. SAC members had opportunity to pose questions and get answers from staff related to data, goals, and barriers. Once the plan was updated, SAC had final approval of the plan being implemented for the 2016-2017 school year.

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

Present Staff Allocation Model to SAC  
 SAC reviews SIP targets  
 SAC gives feedback to align staff allocation to impact student achievement

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

\$4,800 was allocated to SAC to fund Montessori programming. For the first time in Ford's history, we are a full scale Montessori school.

**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
Renfro, Paula	Principal
Ingram, Shana	Assistant Principal
Chambers, Michelle	Instructional Coach
Durham, Stephanie	Instructional Coach

**b. Duties**

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

Improving literacy instruction by narrowing the achievement gap through increased student engagement and accountability.  
 Increasing number of students reading at or above grade level through strategic focused lessons.  
 Family Literacy Nights  
 Monthly student rewards for meeting reading goals  
 Middle school students become reading buddies to elementary school students  
 Annual reading celebration with principal

**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.**

Through formal and informal training sessions, PLC's, and conversations about teaching, teachers get the opportunity to work together. During early release days and common planning, teachers collaborate on effective teaching strategies and content knowledge. Teachers are better prepared to support one another's strengths and accommodate weaknesses when provided time to collaborate. They are organized to ease the strain of staff turnover, both by providing assistance to beginners and veteran teachers.

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

Due to the specialized nature of our Magnet programs, Montessori and Spanish, we seek teachers through out the country with completed training. Teacher retention is a priority for us due to the complex makeup of our school structure. We set aside time for mentoring, as appropriate to the specific needs of teachers. We also provide incentives for those teachers showing growth during the year. Beginning teachers are encouraged and supported in the process of receiving their professional certification by experienced teachers.

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

John E. Ford's teacher mentoring program/plan is intended to enhance retention of new teachers, to supply new teachers with the appropriate support needed, to improve teacher quality and ultimately to improve student achievement. Novice teachers have been paired with qualified mentors (CET trained) who are capable through their experiences and expertise to successfully support them. Our goal is to meet regularly to discuss instructional needs and plan observations and debriefings to maximize mentor support.

## **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.***

Teachers utilize fully the instructional materials provided by Duval County Public Schools to teach to the content limits of the Florida Standards for each targeted grade level. Course offerings in core content areas are aligned with our district's master scheduling guidelines. Administration engage in classroom observations, daily to ensure our instructional delivery models and materials are used with fidelity. Direct feedback and a plan of action is given to teachers within 24 hours.

#### **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.***

Students are given a pre and post assessment for each benchmark taught. The pre-assessment data determines the levels of proficiency for students to plan for small group differentiation within the context of the benchmark. The post-test determines proficiency levels after the benchmark has been taught. For those students not reaching proficiency, a remediation calendar is created. Reteaching and practice are embedded in the class period and targeted homework assignments are used to address deficits.

The structure of increasing the advance levels of students is through targeted learning opportunities that rest in the application and sythesis levels of thinking and learning.

**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:** 32,400

Extended Day provides homework support and enrichment activities to increase achievement in the areas of math and reading.

**Strategy Rationale**

Through the use of targeted instruction by a trained educator, students will have access to high quality teaching and learning.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Ingram, Shana , [ingrams@duvalschools.org](mailto:ingrams@duvalschools.org)

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

Students in the program are monitored through school data sources (Perfomance Matters and Teacher Data) each quarter.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

Chorus is conducted by the Music teacher once a week for the duration of the year. Students are supported in the area of reading proficiency by the teacher.

**Strategy Rationale**

Through the use of music theory, the students will receive music lessons that are developed around reading proficiency.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Ingram, Shana , [ingrams@duvalschools.org](mailto:ingrams@duvalschools.org)

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

Music teacher monitors her students data quarterly.

**Strategy:** Weekend Program

**Minutes added to school year:** 14,600

Saturday school provides students the opportunity to extend their learning on off school days. Teachers are given the chance to meet with students and increase their learning gains.

**Strategy Rationale**

Through the use of core academic instruction/lesson plans, from a trained educator, students will have access to high quality teaching and learning.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Renfro, Paula, renfrop@duvalschools.org

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

Teachers will create their own formative assessments to determine the movement of students and differentiate instruction for Saturday school.

**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.**

Students may enter our school as early as the age of three years and have the opportunity to remain with us through the eighth grade.

In the middle school level, sixth grade students are scheduled for a transition class to help them manage the increased work load, scheduling changes, and emotional impact of maturity.

For our 8th graders (outgoing) we have scheduled a writing class that, in addition to the course work presented to them in ELA, addresses the different genres of writing that will be expected of them in high school. Students also have the opportunity to take part in high school level Spanish courses while enrolled in middle school.

**b. College and Career Readiness**

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

Information obtained from the review of student assessment results, attendance records, and behavioral reports are used to advise students on secondary course selections.

John E. Ford uses Career and Education planning, which includes the creation of an Academic Plan that is integrated into 8th grade social studies courses as a means to promote Academic and career planning.

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

This does not apply to John E. Ford Montessori.

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

Not Applicable to our program

**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.**

Does not apply to John E. Ford Montessori.

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we select and retain highly qualified Montessori trained teachers then students will be fully immersed in the Montessori Method to improve students grade level proficiency.
- G2.** If teachers will exhibit a high level of content knowledge of Florida Standards then they will be able to make targeted data driven decisions to instruct students to higher achievement levels.
- G3.** If a positive school climate and culture is in place, then students and staff will internalize the belief that they are honored and respected while taking charge of their teaching and learning.

## 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 select and retain highly qualified Montessori trained teachers then students will be fully immersed in the Montessori Method to improve students grade level proficiency. 1a

G086459

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: School Commitment	75.0

**Targeted Barriers to Achieving the Goal** 3

- Montessori-trained teachers willing to remain at John E. Ford after three-year commitment
- Teachers willing to dedicate themselves to students that may come from multi generational poverty, homelessness, or abuse.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- School-based professional development
- North American Montessori Training Center Support
- Teacher mentors

**Plan to Monitor Progress Toward G1.** 8

Observe lesson extensions

**Person Responsible**

Paula Renfro

**Schedule**

Every 3 Weeks, from 9/5/2016 to 5/19/2017

**Evidence of Completion**

Weekly Facilitation of NAMC Montessori Training Semester Gallop Survey

**G2.** If teachers will exhibit a high level of content knowledge of Florida Standards then they will be able to make targeted data driven decisions to instruct students to higher achievement levels. 1a

G086460

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
College Readiness Reading	50.0
FSA Mathematics Achievement	48.0

**Targeted Barriers to Achieving the Goal** 3

- Understanding the core curriculum is a tool to build instruction to meet the standards
- Teacher content knowledge of Florida Standards in reading and math and understanding how to make data-driven instructional decisions

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Time
- Common Planning/ PLC guided documents
- Data
- Montessori Materials
- School-wide professional development

**Plan to Monitor Progress Toward G2.** 8

Formative assessments

**Person Responsible**

Paula Renfro

**Schedule**

Quarterly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Assessment results; Student products

**G3.** If a positive school climate and culture is in place, then students and staff will internalize the belief that they are honored and respected while taking charge of their teaching and learning. 1a

G086461

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	100.0

**Targeted Barriers to Achieving the Goal** 3

- Many teachers do not have an understanding of growing up in poverty, abuse or homelessness, which impacts their ability to best understand students' social behaviors.
- There are students that arrive to school angry due to lack of sleep or lack of food; lack of hygiene or lack of adequate shelter.
- Specific teachers struggle with the Montessori philosophy and can view honoring one another as unnecessary.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Montessori Peace Curriculum
- Professional Development centered on poverty
- Time
- PBIS Support

**Plan to Monitor Progress Toward G3.** 8

Implementation of practice as a result of book study

**Person Responsible**

Shana Ingram

**Schedule**

Biweekly, from 9/1/2016 to 6/1/2017

**Evidence of Completion**

Classroom walkthroughs and reduction of discipline referrals resulting in out of school and in school suspensions.

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we select and retain highly qualified Montessori trained teachers then students will be fully immersed in the Montessori Method to improve students grade level proficiency. **1**

 G086459

**G1.B1** Montessori-trained teachers willing to remain at John E. Ford after three-year commitment **2**

 B229751

**G1.B1.S1** Provide Montessori certification courses to teachers free of charge in turn for a three year commitment. **4**

 S242393

### Strategy Rationale

By providing teachers with the proper curricular training, they will better excel in their field of study.

### Action Step 1 **5**

Provide certified Montessori training

#### Person Responsible

Paula Renfro

#### Schedule

Weekly, from 7/18/2016 to 6/9/2017

#### Evidence of Completion

Diploma of certification

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

Monitor weekly assignments and practicums

**Person Responsible**

Paula Renfro

**Schedule**

Weekly, from 7/25/2016 to 6/16/2017

***Evidence of Completion***

Through training, teachers will transfer this new learning into lesson planning, instructional delivery and student work products.

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

Observe lesson transfer

**Person Responsible**

Paula Renfro

**Schedule**

Weekly, from 9/5/2016 to 5/25/2017

***Evidence of Completion***

By fulfilling the requirements as outlined by the training, teacher will receive a Montessori certification diploma after approximately 11 months.

**G1.B1.S2** Providing opportunities for teachers to engage in Montessori lesson study's to apply The Montessori Method learned through their certification courses and build their practice. 4

 S242394

### **Strategy Rationale**

Teachers will see the value in teaching in a multi-age environment and feel more confident in instructing multiple content areas.

### **Action Step 1** 5

We will identify teachers to engage in lesson study, develop a timeline of implementation, and engage in the lesson study.

#### **Person Responsible**

Stephanie Durham

#### **Schedule**

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

#### **Evidence of Completion**

Timeline of implementation; Lesson plans; Teacher goal setting; Observation cycle documentation; Teacher feedback forms

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

We meet weekly to provide feedback and develop next steps.

#### **Person Responsible**

Stephanie Durham

#### **Schedule**

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

#### **Evidence of Completion**

Teacher feedback form; Observation Cycle Documentation; Implementation Timeline

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

Observation of complete implementation of The Montessori Method in the classroom.

**Person Responsible**

Stephanie Durham

**Schedule**

On 5/26/2017

**Evidence of Completion**

Teacher feedback form; Observation cycle documentation; Implementation Timeline

**G2.** If teachers will exhibit a high level of content knowledge of Florida Standards then they will be able to make targeted data driven decisions to instruct students to higher achievement levels. 1

G086460

**G2.B1** Understanding the core curriculum is a tool to build instruction to meet the standards 2

B229753

**G2.B1.S1** Through weekly common planning and lesson studies, teachers will lesson plan, collaboratively and with precision, to effectively teach to the core curriculum standard being addressed

4

S242395

**Strategy Rationale**

Teachers will understand how to best utilize instruction to meet the rigor of the Florida Standards.

**Action Step 1 5**

Lesson plan with literacy coach, mathematics coach and administration

**Person Responsible**

Shana Ingram

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Student journals; formative assessments; District aligned assessments

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

Classroom walk throughs; student work journals, lesson plans

**Person Responsible**

Paula Renfro

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Walk through documentation; PLC notes and implementation

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

Elementary Literacy Common Planning

**Person Responsible**

Stephanie Durham

**Schedule**

Biweekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Data analysis; Shifts in instructional practice; Common planning agendas

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

Elementary Mathematics Common Planning

**Person Responsible**

Wanda Hernandez

**Schedule**

Biweekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Data analysis; Shifts in instructional practice; Common planning agendas

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

Middle School Core Content Common Planning

**Person Responsible**

Michelle Chambers

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Data analysis; Shifts in instructional practice; Common planning agendas

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

District assessments, student journals and teacher-made assessments.

**Person Responsible**

Paula Renfro

**Schedule**

Monthly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Module Assessment data; Classroom level data

**G2.B2** Teacher content knowledge of Florida Standards in reading and math and understanding how to make data-driven instructional decisions **2**

 B229754

**G2.B2.S1** Through weekly common planning, teachers will be given opportunities to unpack standards to become more fluent in planning and instructions **4**

 S242396

### Strategy Rationale

To improve the content-knowledge of the standard by understanding the rigor and content limits of the standards.

### Action Step 1 **5**

Create student learning rubrics for literacy anchor standards in grades K-3.

#### **Person Responsible**

Stephanie Durham

#### **Schedule**

Weekly, from 9/5/2016 to 6/2/2017

#### **Evidence of Completion**

student work that reflects proficiency of standard

### Action Step 2 **5**

Create student learning rubrics in mathematics for domains

#### **Person Responsible**

Wanda Hernandez

#### **Schedule**

Weekly, from 9/5/2016 to 6/2/2017

#### **Evidence of Completion**

Student work that reflects proficiency of standard

**Action Step 3** 5

Create student learning rubrics for literacy anchor standards in grade 4-8

**Person Responsible**

Michelle Chambers

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Student work that reflects proficiency of standard

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

classroom walkthroughs

**Person Responsible**

Shana Ingram

**Schedule**

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

**Evidence of Completion**

lesson plans, student work products, iReady and Achieve 3000 usage

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Observe common planning

**Person Responsible**

Paula Renfro

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Common planning agendas; Coaches binders; lesson plans; student work plans; district assessments; teacher made assessments

**G3.** If a positive school climate and culture is in place, then students and staff will internalize the belief that they are honored and respected while taking charge of their teaching and learning. 1

G086461

**G3.B1** Many teachers do not have an understanding of growing up in poverty, abuse or homelessness, which impacts their ability to best understand students' social behaviors. 2

B229755

**G3.B1.S1** Engage teachers in poverty through professional readings, vignettes, and multi media. 4

S242397

### Strategy Rationale

Through the engagement of these experiences, teachers are better informed and will therefore plan to more strategically accommodate the needs of students and their families in terms of home learning, class celebrations, outings, and family nights.

### Action Step 1 5

Build a unit of study with teachers

#### Person Responsible

Stephanie Durham

#### Schedule

Quarterly, from 9/5/2016 to 4/28/2017

#### Evidence of Completion

fidelity of morning meetings, peace circles, and community meeting

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

Use of Peace Education curriculum

#### Person Responsible

Shana Ingram

#### Schedule

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

#### Evidence of Completion

Students have tools to respectfully engage with one another through accountable talk

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

Discuss Peace Curriculum lessons in common planning

**Person Responsible**

Paula Renfro

**Schedule**

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

**Evidence of Completion**

Peace area prepared and current

**G3.B2** There are students that arrive to school angry due to lack of sleep or lack of food; lack of hygiene or lack of adequate shelter. 2

 B229756

**G3.B2.S1** Utilizing School Counselors and Mental Health resources to meet the overall health and well-being of our students. 4

 S242398

**Strategy Rationale**

Through the appropriate mental health support, students will have equal access to learning.

**Action Step 1 5**

Through teacher identification, school counselors will conduct assessments and determine mental health needs to receive appropriate services.

**Person Responsible**

Elizabeth Curran

**Schedule**

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

**Evidence of Completion**

mental health assessment; observations; attendance data; discipline data

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

Number of mental health referrals and follow through

**Person Responsible**

Elizabeth Curran

**Schedule**

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

***Evidence of Completion***

Mental health referrals; observations; attendance data; discipline data

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

Student reduction of discipline incidents and increase of academic grades

**Person Responsible**

Elizabeth Curran

**Schedule**

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

***Evidence of Completion***

discipline data; progress reports; report cards

**G3.B3** Specific teachers struggle with the Montessori philosophy and can view honoring one another as unnecessary. 2

 B229757

**G3.B3.S1** Engage in Montessori philosophy book study. 4

 S242399

### **Strategy Rationale**

If teachers have a better understanding of the Montessori philosophy, they will view honoring others as essential

### **Action Step 1** 5

Hold book study meetings during regular professional development activities.

#### **Person Responsible**

Paula Renfro

#### **Schedule**

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

#### ***Evidence of Completion***

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Survey staff interactions

#### **Person Responsible**

Shana Ingram

#### **Schedule**

Every 2 Months, from 8/8/2016 to 6/6/2017

#### ***Evidence of Completion***

Climate survey results

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Observation of implementation of practices learned.

**Person Responsible**

Paula Renfro

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

***Evidence of Completion***

climate surveys

### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G3.B1.S1.A1 A313729	Build a unit of study with teachers	Durham, Stephanie	9/5/2016	fidelity of morning meetings, peace circles, and community meeting	4/28/2017 quarterly
G1.MA1 M323988	Observe lesson extensions	Renfro, Paula	9/5/2016	Weekly Facilitation of NAMC Montessori Training Semester Gallop Survey	5/19/2017 every-3-weeks
G1.B1.S1.MA1 M323984	Observe lesson transfer	Renfro, Paula	9/5/2016	By fulfilling the requirements as outlined by the training, teacher will receive a Montessori certification diploma after approximately 11 months.	5/25/2017 weekly
G1.B1.S2.MA1 M323986	Observation of complete implementation of The Montessori Method in the classroom.	Durham, Stephanie	9/5/2016	Teacher feedback form; Observation cycle documentation; Implementation Timeline	5/26/2017 one-time
G1.B1.S2.MA1 M323987	We meet weekly to provide feedback and develop next steps.	Durham, Stephanie	9/5/2016	Teacher feedback form; Observation Cycle Documentation; Implementation Timeline	5/26/2017 weekly
G1.B1.S2.A1 A313724	We will identify teachers to engage in lesson study, develop a timeline of implementation, and...	Durham, Stephanie	9/5/2016	Timeline of implementation; Lesson plans; Teacher goal setting; Observation cycle documentation; Teacher feedback forms	5/26/2017 weekly
G3.MA1 M324003	Implementation of practice as a result of book study	Ingram, Shana	9/1/2016	Classroom walkthroughs and reduction of discipline referrals resulting in out of school and in school suspensions.	6/1/2017 biweekly
G2.MA1 M323996	Formative assessments	Renfro, Paula	9/5/2016	Assessment results; Student products	6/2/2017 quarterly
G2.B1.S1.MA1 M323989	District assessments, student journals and teacher-made assessments.	Renfro, Paula	9/5/2016	Module Assessment data; Classroom level data	6/2/2017 monthly
G2.B1.S1.MA1 M323990	Classroom walk throughs; student work journals, lesson plans	Renfro, Paula	9/5/2016	Walk through documentation; PLC notes and implementation	6/2/2017 weekly
G2.B1.S1.MA2 M323991	Elementary Literacy Common Planning	Durham, Stephanie	9/5/2016	Data analysis; Shifts in instructional practice; Common planning agendas	6/2/2017 biweekly
G2.B1.S1.MA4 M323992	Elementary Mathematics Common Planning	Hernandez , Wanda	9/5/2016	Data analysis; Shifts in instructional practice; Common planning agendas	6/2/2017 biweekly
G2.B1.S1.MA5 M323993	Middle School Core Content Common Planning	Chambers, Michelle	9/5/2016	Data analysis; Shifts in instructional practice; Common planning agendas	6/2/2017 weekly
G2.B1.S1.A1 A313725	Lesson plan with literacy coach, mathematics coach and administration	Ingram, Shana	9/5/2016	Student journals; formative assessments; District aligned assessments	6/2/2017 weekly
G2.B2.S1.MA1 M323994	Observe common planning	Renfro, Paula	9/5/2016	Common planning agendas; Coaches binders; lesson plans; student work plans; district assessments; teacher made assessments	6/2/2017 weekly
G2.B2.S1.MA1 M323995	classroom walkthroughs	Ingram, Shana	9/2/2016	lesson plans, student work products, iReady and Achieve 3000 usage	6/2/2017 weekly
G2.B2.S1.A1 A313726	Create student learning rubrics for literacy anchor standards in grades K-3.	Durham, Stephanie	9/5/2016	student work that reflects proficiency of standard	6/2/2017 weekly
G2.B2.S1.A2 A313727	Create student learning rubrics in mathematics for domains	Hernandez , Wanda	9/5/2016	Student work that reflects proficiency of standard	6/2/2017 weekly
G2.B2.S1.A3 A313728	Create student learning rubrics for literacy anchor standards in grade 4-8	Chambers, Michelle	9/5/2016	Student work that reflects proficiency of standard	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M323997	Discuss Peace Curriculum lessons in common planning	Renfro, Paula	8/15/2016	Peace area prepared and current	6/2/2017 monthly
G3.B1.S1.MA1 M323998	Use of Peace Education curriculum	Ingram, Shana	8/29/2016	Students have tools to respectfully engage with one another through accountable talk	6/2/2017 weekly
G3.B2.S1.MA1 M323999	Student reduction of discipline incidents and increase of academic grades	Curran, Elizabeth	8/15/2016	discipline data; progress reports; report cards	6/2/2017 monthly
G3.B2.S1.MA1 M324000	Number of mental health referrals and follow through	Curran, Elizabeth	8/15/2016	Mental health referrals; observations; attendance data; discipline data	6/2/2017 monthly
G3.B2.S1.A1 A313730	Through teacher identification, school counselors will conduct assessments and determine mental...	Curran, Elizabeth	8/15/2016	mental health assessment; observations; attendance data; discipline data	6/2/2017 monthly
G3.B3.S1.MA1 M324001	Observation of implementation of practices learned.	Renfro, Paula	10/10/2016	climate surveys	6/2/2017 monthly
G3.B3.S1.A1 A313731	Hold book study meetings during regular professional development activities.	Renfro, Paula	8/8/2016		6/2/2017 monthly
G3.B3.S1.MA1 M324002	Survey staff interactions	Ingram, Shana	8/8/2016	Climate survey results	6/6/2017 every-2-months
G1.B1.S1.A1 A313723	Provide certified Montessori training	Renfro, Paula	7/18/2016	Diploma of certification	6/9/2017 weekly
G1.B1.S1.MA1 M323985	Monitor weekly assignments and practicums	Renfro, Paula	7/25/2016	Through training, teachers will transfer this new learning into lesson planning, instructional delivery and student work products.	6/16/2017 weekly

## V. Professional Development Opportunities

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

**G1.** If we select and retain highly qualified Montessori trained teachers then students will be fully immersed in the Montessori Method to improve students grade level proficiency.

**G1.B1** Montessori-trained teachers willing to remain at John E. Ford after three-year commitment

**G1.B1.S1** Provide Montessori certification courses to teachers free of charge in turn for a three year commitment.

### **PD Opportunity 1**

Provide certified Montessori training

#### **Facilitator**

NAMC

#### **Participants**

New teachers not Montessori trained

#### **Schedule**

Weekly, from 7/18/2016 to 6/9/2017

**G2.** If teachers will exhibit a high level of content knowledge of Florida Standards then they will be able to make targeted data driven decisions to instruct students to higher achievement levels.

**G2.B1** Understanding the core curriculum is a tool to build instruction to meet the standards

**G2.B1.S1** Through weekly common planning and lesson studies, teachers will lesson plan, collaboratively and with precision, to effectively teach to the core curriculum standard being addressed

### **PD Opportunity 1**

Lesson plan with literacy coach, mathematics coach and administration

#### **Facilitator**

Stephanie Durham, Wanda Hernandez, Michelle Chambers and Administration

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**G2.B2** Teacher content knowledge of Florida Standards in reading and math and understanding how to make data-driven instructional decisions

**G2.B2.S1** Through weekly common planning, teachers will be given opportunities to unpack standards to become more fluent in planning and instructions

**PD Opportunity 1**

Create student learning rubrics for literacy anchor standards in grades K-3.

**Facilitator**

Shana Ingram

**Participants**

classroom teachers

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**G3.** If a positive school climate and culture is in place, then students and staff will internalize the belief that they are honored and respected while taking charge of their teaching and learning.

**G3.B1** Many teachers do not have an understanding of growing up in poverty, abuse or homelessness, which impacts their ability to best understand students' social behaviors.

**G3.B1.S1** Engage teachers in poverty through professional readings, vignettes, and multi media.

**PD Opportunity 1**

Build a unit of study with teachers

**Facilitator**

Leadership Team

**Participants**

All Staff

**Schedule**

Quarterly, from 9/5/2016 to 4/28/2017

**G3.B3** Specific teachers struggle with the Montessori philosophy and can view honoring one another as unnecessary.

**G3.B3.S1** Engage in Montessori philosophy book study.

**PD Opportunity 1**

Hold book study meetings during regular professional development activities.

**Facilitator**

Michelle Chambers

**Participants**

non classroom staff

**Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide certified Montessori training				\$0.00
2	G1.B1.S2.A1	We will identify teachers to engage in lesson study, develop a timeline of implementation, and engage in the lesson study.				\$0.00
3	G2.B1.S1.A1	Lesson plan with literacy coach, mathematics coach and administration				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$600.00
<i>Notes: Consumable supplies for experiments</i>						
4	G2.B2.S1.A1	Create student learning rubrics for literacy anchor standards in grades K-3.				\$0.00
5	G2.B2.S1.A2	Create student learning rubrics in mathematics for domains				\$0.00
6	G2.B2.S1.A3	Create student learning rubrics for literacy anchor standards in grade 4-8				\$0.00
7	G3.B1.S1.A1	Build a unit of study with teachers				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$10,000.00
8	G3.B2.S1.A1	Through teacher identification, school counselors will conduct assessments and determine mental health needs to receive appropriate services.				\$0.00
9	G3.B3.S1.A1	Hold book study meetings during regular professional development activities.				\$0.00
					<b>Total:</b>	<b>\$10,600.00</b>