

Duval County Public Schools

Crown Point Elementary School



2016-17 Schoolwide Improvement Plan

Crown Point Elementary School

3800 CROWN POINT RD, Jacksonville, FL 32257

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

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 83% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 56% |

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 Crown Point 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.

At Crown Point Elementary we strive to develop the mind and the character of all students in a safe and caring environment through parent, student, and teacher collaboration.

b. Provide the school's vision statement.

The vision of Crown Point Elementary is to ensure all students gain the knowledge and skills necessary to be responsible citizens and productive members of a culturally diverse world.

2. School Environment

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

We speak with students in informal settings such as arrival, dismissal, in lunch lines and in hallways. Students are greeted each day as they enter the school and then by teachers as they enter the classrooms. Many teachers survey students to determine reading interests, goals, and special interests.

The Guidelines for Success provide a common language of expectations of values for our school community. Our 5 guidelines are: Be Kind, Be Honest, Be Respectful, Be Responsible, and Be Cooperative.

As an ESOL Center, we are keenly aware of different cultures and the importance of understanding these norms. Three ESOL paraprofessionals interpret for students, teachers and parents in Portuguese and Spanish. They also provide insights into these cultures to support students.

Family friendly events provide special opportunities to get to know families and build relationships. Among the favorites are the Neon Dance, the Spring Carnival, and Movie Under the Stars. This year we are adding a Family Fitness Night that will be tied in to science concepts.

1,529 people attended the Back-to-School Orientations this year. Orientations, Open Houses, and parent workshops increase communication with families. Additionally, the principal sends a weekly phone message to families each Sunday afternoon with activities of the week along with helpful tips and information.

Parent surveys provide insight into parents' perceptions of the school and programs and allow for continuous improvement. As a newly identified Title 1 school, we will be working closely with parents to create monthly parent involvement activities that parents and guardians desire.

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

Crown Point has a Safe Schools' Plan which outlines protocols for all emergency situations. All faculty and staff review the plan at a meeting with the principal during preplanning. A focus walk is conducted to make sure classrooms are in compliance with safety items. Emergency drills are practiced regularly to ensure mastery.

All school personnel wear DCPS identification badges and visitors must sign in and wear a color coded visitor's sticker. Students are able to identify school personnel through badges. The sticker color of the day is announced on the morning news so that students and staff can identify approved visitors to the building. All school personnel are expected to redirect and walk visitors not displaying a visitor's badge to the office. School administrators are available by walkie-talkies at all times during the school day to handle visitors not complying with safe schools' policies.

Classroom doors are expected to be locked at all times and students are expected to travel in pairs when not with their teacher.

Arrival and dismissal procedures are in place to ensure the safety of all students at Crown Point Elementary. Students are walked to specific zones where teachers and student patrols ensure students are following the school-wide positive expectations. Positive interactions with student leaders, teachers and staff are maintained during arrival and dismissal. Foundations and CHAMPS allow for ongoing review of expectations for common areas, as well as classrooms. Students know what the conversation level should be, the procedure of what to do if they need help, the activity that is taking place, the movement that should be happening, and how each student should be participating. Classes and individual students are rewarded for good character and excellent behavior. Photographs of students who are chosen for good citizenship are placed on the front hallway bulletin board.

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.

Crown Point Elementary has adopted C.H.A.M.P.s and infused a Positive Behavioral Interventions and Supports plan (PBIS). C.H.A.M.P.s is a school-wide discipline program that helps all students understand our expectations. The purpose of the school-wide discipline plan is to provide a uniform method of providing expectations for students.

The PBIS plan is a proactive approach to establishing the behavioral supports and social culture needed for students in a school to achieve social, emotional, and academic success. PBIS and restorative justice practices promote accountability, community safety, and competency development. The key goals are as follows:

- To understand the harm and develop empathy for both the harmed and the harmer.
- To listen and respond to the needs of the person harmed and the person who harmed
- To encourage accountability and responsibility through personal reflection within a collaborative planning process
- To reintegrate the harmer (and, if necessary, the harmed) into the community as valuable, contributing members.

- To create caring climates to support healthy communities
- To change the system when it contributes to harm.

Using Restorative Justice allows faculty and staff to recognize the purpose of misbehaviors, the needs of those committing harm, and the needs of those harmed. It seeks to heal all parties involved and aims to improve future behavior issues.

All teachers receive training on CHAMPS and PBIS. A PBIS team meets monthly to provide communication between the faculty and staff and to provide leadership and track discipline 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.

The Second Step program is taught in our classrooms in grades K-5. There are lessons and videos to create an environment where teachers and students discuss character, emotions, and situations where students are taught to problem-solve in their day-to-day lives.

We have two full time school counselors who provide classroom guidance lessons and meet with students when a referral is initiated. They introduce the character traits through our TV Production Studio and morning news. Teachers provide lessons based on character traits each month. A student from each classroom who exemplifies the character trait of the month is recognized school-wide. Positive reinforcement is used throughout the school day by teachers and staff so that students understand their expectations and continue the positive behaviors. Mentors throughout the school, which include faculty and staff, build relationships with individual students. Each student has unique needs, so we create plans that are specific to a student when needed.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The following data is used to provide an early warning system:

1. Students with ten or more absences.
2. Students who are frequently late or leave early.
3. Students with referrals and suspensions
4. Retention students
5. Overage students
6. Tier 2 and Tier 3 students
7. Student usage on i-Ready and/or Achieve 3000
8. Students performing below expectation and not meeting projected growth on i-Ready and Achieve 3000.

Students in the bottom quartile and those on the bubble are tracked through data forms. Identified students with the above indicators are monitored for progress and receive interventions as needed.

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 | 18 | 32 | 24 | 30 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 0 | 1 | 2 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 7 | 47 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 2 | 7 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | |

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

Students are tracked through Performance Matters, FOCUS, i-Ready and Achieve 3000. Grades, test scores, attendance and discipline data are tracked and analyzed for trends. Teachers create PMPs to identify needs and strategies to support struggling learners. Students receive additional support through differentiated instruction in literacy and math centers and Tier 2 and 3 instruction. This year, we have 2 literacy coaches, 1 literacy interventionist, and 1 math interventionist to provide further support.

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/312290>.

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.

The school works closely with the PTA and key local businesses to provide support to the school. The PTA hosts share nights with local business who in turn, donate a percent of the proceeds to PTA. Each year the PTA leads a fundraiser to secure funds to implement their family friendly programs.

Three key partnerships provide resources to the school. Mandarin United Methodist Church provides reading tutors, classroom volunteers and volunteers for special events. Junior Achievement provides a

program that volunteers can follow, along with training to support their program. Students love the JA lessons. Citigroup provides 65-70 volunteers to implement the JA lessons. The Loop and the Jacksonville Public Library have recently become more involved partners as well.

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 |
|--------------------|---------------------|
| Hartley, Brett | Principal |
| Butterfield, Leigh | Assistant Principal |
| Sanders, Yolanda | Assistant Principal |
| Dresbach, Deb | Instructional Coach |
| Pasco, Devy | Instructional Coach |

b. Duties

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

Principal Brett Hartley leads instruction, school improvement, school safety, and provides management of all school functions. He leads observations, evaluations, professional development and data reviews. Mr. Hartley works with PTA, SAC, Shared Decision Making, and the Accountability Team. Mr. Hartley oversees the math leadership team and leads common planning for KG, 3rd grade math, 4th grade math, and 5th grade math.

Assistant Principal Yolanda Sanders coordinates student scheduling, serves as textbook manager, and compiles data through Performance Matters. She leads discipline and parent relations for Kindergarten, 2nd, and 4th grades. Ms. Sanders oversees the science leadership team meetings and PBIS committee meetings. She conducts focus walks and observations, and provides professional development and coaching to teachers. She leads common planning with 1st grade, 2nd grade, and 5th grade science teachers.

Assistant Principal Leigh Butterfield coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for 1st, 3rd, and 5th grades. Ms. Butterfield oversees our literacy leadership team and assists with our SAC committee. She conducts focus walks and observations, and provides professional development and coaching to teachers. She leads common planning with 3rd, 4th, and 5th grade ELA.

Deb Dresbach and Devy Pasco, who are our reading coaches, provide teacher support for reading to include district initiatives, strategies and activities. They conduct reading coaching cycles, model lessons, and support teachers with individuals needs. They participate in common planning sessions and provide guidance for Rtl.

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.

Leadership teams meet weekly to review data and determine needs and support for the school.

The teams:

1. Review the implementation of the School Improvement Plan
2. Provide training and support to teachers and staff
3. Review performance data to identify needs and support
4. Review focus walk data to determine instructional support.
5. Facilitate the process of increasing infrastructure, building consensus, and making decisions about implementation
6. Ensure a safe and orderly work environment for teachers, staff and students.

Leadership Teams review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the teams identify the professional development activities or infrastructure needed to create effective learning environments.

Leadership uses the Problem Solving Model to support RtI. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific area of deficiencies and appropriate research-based interventions to address these deficiencies. The teams ensure the necessary resources are available and the intervention is implemented with fidelity.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best

outcomes for all students.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Brett Hartley | Principal |
| Jennifer Oliver | Parent |
| Sheena Troutman | Teacher |
| Celeste Clark-Bryd | Teacher |
| Lily Bonano | Parent |
| Evelyn Silva | Education Support Employee |
| Devy Pasco | Parent |
| Nicole Harker | Parent |
| David Foster | Business/Community |
| Marcella Scott | 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

This will be reviewed at a SAC meeting this year along with the new plan we are creating.

It will be discussed that we moved from having 3 separate instructional goals to having one goal focusing on the culture and climate of the school and one goal focusing on instruction.

b. Development of this school improvement plan

During preplanning the faculty analyzed the 2015-2016 student and teacher Gallup surveys and created a plan for improvement. FSA, Science FCAT, i-Ready Reading and Math, and Achieve 3000 data was shared. The SAC meets monthly with a focus on the content areas, safe schools, the budget, and other school issues. These monthly conversations allow SAC members to understand the strategies being implemented at the school which enhances input into the School Improvement Plan.

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

DCPS uses a Staff Allocation Model for budget. Information from the district is discussed in Shared Decision Making meetings and with the School Advisory Council in the spring and fall. The School Improvement funds are discussed and approved in School Advisory Meetings and are related to the School Improvement Plan.

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

\$580 - projectors and document cameras

We were going to purchase LLI kits but didn't have enough for one full kit. Title 1 funds were used to buy the kits.

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 |
|--------------------|---------------------|
| Dresbach, Deb | Instructional Coach |
| Varano, Kelly | Teacher, K-12 |
| Pasco, Devy | Teacher, K-12 |
| Noren, Morgan | Teacher, K-12 |
| Smith, Dawn | Teacher, K-12 |
| Repper, Amanda | Other |
| Gore, Andrea | Teacher, K-12 |
| Butterfield, Leigh | Assistant Principal |

b. Duties

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

The literacy team supports teachers in using the Gradual Release Model, in using blended learning data, and in assisting teachers with the implementation and differentiation of Duval Reads and centers lesson plans. This team helps promote literacy at Open House and other family events, as well as helping teachers implement the new District reading initiative "Just 20".

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.

Teachers participate in weekly common planning sessions led by administration. Within these sessions, administrators provide professional development opportunities along with time for teachers to discuss and share best practices. Teachers are surveyed to determine professional development needs. Teachers are also encouraged to provide administration with ideas of what they would like to learn about or discuss during common planning sessions.

The Shared Decision Making team meets twice a month to discuss issues relating to those affecting teacher working conditions. We also have a hospitality team that plans special teacher and staff events to promote positive working relationships.

We are putting systems in place to encourage and facilitate peer observations and coaching within our building. We also look closely at Insight data to determine area of improvement in creating a positive working environment for all stakeholders.

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

Novice teachers participate in the district's TIP program, which includes developing an Action Plan and frequent observations by administration. First year teachers are assigned a mentor and work closely with the school's professional development facilitator.

We interview candidates using questions that give insight into the candidate's knowledge and experience with best practices. Interview teams consist of administrator(s) and highly qualified teachers who are knowledgeable about the position's specific needs.

On-site weekly teacher meetings provide professional development related to the school improvement plan, district initiatives, and teachers' identified needs.

Grade levels/subject area teachers meet regularly to unpack standards and plan collaboratively.

The reading coaches meet weekly with the administrative team to determine needs and effectiveness of coaching.

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

Beginning teachers are paired with a highly qualified experienced teacher leader with specialized training to observe, coach and provide support. The mentor and beginning teacher plan collaboratively, share materials and activities, and discuss the activities and documentation required for TIP. The mentor assists the beginning teachers with understanding the school culture and expectations for regular teacher duties.

The Professional Development Facilitator supports the mentors and beginning teachers through regular meetings and individual support. Book studies are offered to provide additional 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 plan instruction focused on the Florida Standards. Standards are unpacked through teacher collaborative planning with a focus on the rigor and performance requirements of the standards. These standards, along with the vocabulary of the standards are unpacked with students. Teachers study the test specifications to create an understanding of how students will be assessed.

District learning schedules provide continuity throughout the district and a calendar for teaching concepts, strategies and skills. The district provides the coordination of resources and materials for instruction.

K-2 teachers participated in a Teacher Academy this summer to learn about the new phonics curriculum we are using this year. Materials were provided by the district to support this new program. The administrative team attended these academies as well as the Principal Institute and the Assistant Principal Institute to provide teacher support. i-Ready trainers will be providing additional support throughout the year.

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.

District assessments are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, and formative assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed. School leadership monitors data and meets with teachers regarding data.

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: 1,200

Extended learning time will be provided through tutoring in the Extended Day program. Select students will be provided tutoring by the reading coach and math interventionist during the extended day time. Students will be identified through i-Ready, Achieve 3000, and the DAR.

Strategy Rationale

In the past we have provided a Saturday school program. Analysis of data indicates a need to provide a more ongoing support system throughout the year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hartley, Brett, hartleyb@duvalschools.org

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and bi-weekly progress will be monitored through i-Ready and Achieve 3000 for each student and the subgroup. A final review will be conducted.

Strategy: Extended School Day

Minutes added to school year: 900

Extended learning time will be provided through after school tutoring. After school tutoring will begin in October 2016. Select students will meet one to two times weekly. Highly qualified teachers will ensure students receive the attention needed. Students will be identified through FSA scores, i-Ready data, Achieve 3000 data, and DAR data.

Strategy Rationale

An after school program allows for ongoing academic support for short blocks of time over several months. The tutor can adjust instructions frequently and provide remediation during the same week as new concepts are introduced in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hartley, Brett, hartleyb@duvalschools.org

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

Data will be collected and analyzed prior to the first session to determine instructional needs and strategies. Attendance and progress will be monitored through formatives. A final review will be conducted.

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.

Each year we begin registration for kindergarten in April. Parents complete a packet of information and are given information on our school choice theme and key dates. Specific information for kindergarten is provided at the time of the orientation.

Orientations for all students are provided the week prior to the start of the school year. The first days of school include instruction on the rituals and routines of the school.

Students transitioning to Crown Point during the year are provided a student mentor to ensure support, and a student planner enhances parent communication.

At the end of each school year, we collaborate with the middle schools to provide opportunities for students to become acclimated to 6th grade. Field trips and counselor visits are planned. Students learn about programs and classes offered. 5th grade students and parents are encouraged to attend our Middle School Information Night.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all faculty and staff focus on developing the whole child within a supportive learning environment, then student proficiency and percentage of learning gains will increase by May of 2017.
- G2.** If all teachers plan and implement differentiated and rigorous lessons that promote student ownership and evidence of learning, then student proficiency and percentage of learning gains will increase by May of 2017.

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 all faculty and staff focus on developing the whole child within a supportive learning environment, then student proficiency and percentage of learning gains will increase by May of 2017. 1a

G086482

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| School Climate Survey - Staff | 8.7 |
| Effective+ Teachers (Performance Rating) | 100.0 |
| School Grade - Percentage of Points Earned | 62.0 |
| One or More Suspensions | 5.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in with using school-wide positive behavior supports within their classrooms.
- Teacher understanding of what it means to support the development of the whole child within and across different grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher collaboration during common planning to create a classroom-based school-wide system to instruct and reward students for modeling our guidelines for success
- Morning Meeting resources
- Restorative Justice resources
- RTI/MTSS training for all core teachers; Soft or hard copy of RTI manual provided to each teacher; frequent feedback sessions
- Conversations among faculty to help create a common understanding of TNTP statements.
- Peer Mediation Program
- Learning for Life curriculum that's being implemented in K-2

Plan to Monitor Progress Toward G1. 8

We will analyze discipline data and classroom culture as compared to student proficiency data.

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

Discipline data, student proficiency and growth data through iReady, Achieve, Scrimmages, and teacher feedback during data chats.

G2. If all teachers plan and implement differentiated and rigorous lessons that promote student ownership and evidence of learning, then student proficiency and percentage of learning gains will increase by May of 2017. 1a

G086483

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 62.0 |
| ELA/Reading Gains | 62.0 |
| ELA/Reading Lowest 25% Gains | 62.0 |
| FSA Mathematics Achievement | 62.0 |
| Math Gains | 62.0 |
| Math Lowest 25% Gains | 62.0 |
| FCAT 2.0 Science Proficiency | 62.0 |
| School Grade - Percentage of Points Earned | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers' inexperience and lack of time to analyze and monitor data for the purpose of developing differentiated center activities that meet the needs of their students.
- Bottom quartile students tend to need additional support, time, and resources than what the individual teacher is prepared to provide during the differentiated center block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady and Achieve 3000 Computer Program Reports
- Module Assessments
- Florida State Assessments
- Teacher Made Assessments
- Saxon Phonics Curriculum
- Common Planning
- Modeling by admin, coaches, and/or peers.

Plan to Monitor Progress Toward G2. 8

All students, including bottom quartile students will show progress toward meeting a year's worth of growth.

Person Responsible

Leigh Butterfield

Schedule

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

Evidence of Completion

Blended learning reports, teacher data, and teacher input during quarterly data chats

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 all faculty and staff focus on developing the whole child within a supportive learning environment, then student proficiency and percentage of learning gains will increase by May of 2017. **1**

 G086482

G1.B1 Teacher buy-in with using school-wide positive behavior supports within their classrooms. **2**

 B229810

G1.B1.S1 Provide time for PBIS representatives to relay committee information to and from their grade level teams. **4**

 S242463

Strategy Rationale

In order to truly have a school-wide PBIS system, all stakeholder concerns and opinions need to be heard and addressed.

Action Step 1 **5**

Create a master resource schedule which allows teachers to have 45 minutes of planning time every day so that teachers have more opportunities within the school day to meet and collaborate.

Person Responsible

Brett Hartley

Schedule

On 6/2/2017

Evidence of Completion

2016-2017 Resource Schedule and Grade Level Meeting Notes

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

PBIS chair will provide opportunities for concerns and opinions to be shared by various grade levels.

Person Responsible

Dana Driver

Schedule

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

Evidence of Completion

PBIS committee agendas and minutes

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

A section of common planning once a month will be used to discuss PBIS initiatives with all faculty members.

Person Responsible

Brett Hartley

Schedule

Monthly, from 9/13/2016 to 5/25/2017


Evidence of Completion

Common Planning agendas and minutes

G1.B5 Teacher understanding of what it means to support the development of the whole child within and across different grade levels. **2**

 B229814

G1.B5.S1 Provide professional development on morning meetings, character education, and strategies for building classroom communities **4**

 S242464

Strategy Rationale

If teachers are provided the strategies, they can facilitate and encourage positive interactions among their students.

Action Step 1 **5**

We will discuss desired PD opportunities with grade level PBIS representatives and implement what is shared during common planning and early release days.

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

Minutes for PBIS meetings and common planning sessions.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Monitor data gathered through focus-walks

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

Focus walk notes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Analyze discipline data as compared to focus walk observations.

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

Discipline data

G2. If all teachers plan and implement differentiated and rigorous lessons that promote student ownership and evidence of learning, then student proficiency and percentage of learning gains will increase by May of 2017.

1

 G086483

G2.B1 Teachers' inexperience and lack of time to analyze and monitor data for the purpose of developing differentiated center activities that meet the needs of their students. 2

 B229815

G2.B1.S1 Create a resource schedule that allows all teachers 45 minutes a day to plan with their grade level teams with one of these days being designated as administratively led common planning. 4

 S242465

Strategy Rationale

The more teachers are able to collaborate and plan as team, the more likely they will be to share best practices when it comes to developing and implementing differentiated center plans.

Action Step 1 5

Create a resource schedule and common planning schedule which teachers will primarily utilize for discussing ways to effectively and efficiently develop differentiated lesson plans.

Person Responsible

Brett Hartley

Schedule

On 6/2/2017

Evidence of Completion

Resource schedule, common planning schedule, common planning minutes, and weekly differentiated center plans

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

Review of center lesson plans during administrator walk-throughs and observations.

Person Responsible

Brett Hartley

Schedule

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

Evidence of Completion

Administrator walk-through forms, CAST observations, center lesson plans

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

Student growth based on iReady, Achieve 3000, and/or teacher assessment results.

Person Responsible

Leigh Butterfield

Schedule

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

Evidence of Completion

Blended learning score reports, classroom based assessment data.

G2.B4 Bottom quartile students tend to need additional support, time, and resources than what the individual teacher is prepared to provide during the differentiated center block. **2**

 B229818

G2.B4.S1 Designate 4 teachers that will serve as coaches and interventionists (3 for reading and 1 for math). Title 1 funds were used to hire the reading and math interventionists along with an additional general paraprofessional and a full-time media specialist. **4**

 S242469

Strategy Rationale

These individuals will support teachers with strategies and resources for centers-based instruction. They will also work with our bottom quartile 4th and 5th graders and low performing 3rd graders to ensure proficiency and learning gains on state assessments. The general paraprofessional will support 1st and 2nd grade teachers and students. The full time media specialist will now be able to help teachers find research materials to supplement instruction.

Action Step 1 **5**

Coaches and interventionists will analyze data to determine who to target and develop a schedule to work with these students based on individual needs. For reading, the coaches and interventionists will use Barton materials purchased through the district and LLI kits purchased through the school using Title 1 funds. For math, the interventionist will use iReady resources.

Person Responsible

Brett Hartley

Schedule

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

Evidence of Completion

Interventionist lesson plans by group, interventionist schedule, and interventionist support logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Interventionists and coaches will share out student progress during common planning meetings and school based instructional implementation team meetings.

Person Responsible

Brett Hartley

Schedule

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

Evidence of Completion

Minutes from IIT meetings and student support logs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Blended learning growth, classroom based data, and small group data from interventionists

Person Responsible

Leigh Butterfield

Schedule

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

Evidence of Completion

Blended learning reports and student support logs

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.B1.S1.MA1  M324143 | PBIS chair will provide opportunities for concerns and opinions to be shared by various grade... | Driver, Dana | 9/6/2016 | PBIS committee agendas and minutes | 5/2/2017 monthly |
| G1.B1.S1.MA1  M324142 | A section of common planning once a month will be used to discuss PBIS initiatives with all faculty... | Hartley, Brett | 9/13/2016 | Common Planning agendas and minutes | 5/25/2017 monthly |
| G1.MA1  M324146 | We will analyze discipline data and classroom culture as compared to student proficiency data. | Sanders, Yolanda | 9/6/2016 | Discipline data, student proficiency and growth data through iReady, Achieve, Scrimmages, and teacher feedback during data chats. | 6/2/2017 monthly |
| G2.MA1  M324153 | All students, including bottom quartile students will show progress toward meeting a year's worth... | Butterfield, Leigh | 8/15/2016 | Blended learning reports, teacher data, and teacher input during quarterly data chats | 6/2/2017 quarterly |
| G1.B1.S1.A1  A313812 | Create a master resource schedule which allows teachers to have 45 minutes of planning time every... | Hartley, Brett | 8/15/2016 | 2016-2017 Resource Schedule and Grade Level Meeting Notes | 6/2/2017 one-time |
| G1.B5.S1.MA1  M324144 | Analyze discipline data as compared to focus walk observations. | Sanders, Yolanda | 9/6/2016 | Discipline data | 6/2/2017 monthly |
| G1.B5.S1.MA1  M324145 | Monitor data gathered through focus-walks | Sanders, Yolanda | 9/5/2016 | Focus walk notes | 6/2/2017 monthly |
| G1.B5.S1.A1  A313813 | We will discuss desired PD opportunities with grade level PBIS representatives and implement what... | Sanders, Yolanda | 9/5/2016 | Minutes for PBIS meetings and common planning sessions. | 6/2/2017 monthly |
| G2.B1.S1.MA1  M324147 | Student growth based on iReady, Achieve 3000, and/or teacher assessment results. | Butterfield, Leigh | 8/15/2016 | Blended learning score reports, classroom based assessment data. | 6/2/2017 semiannually |
| G2.B1.S1.MA1  M324148 | Review of center lesson plans during administrator walk-throughs and observations. | Hartley, Brett | 8/15/2016 | Administrator walk-through forms, CAST observations, center lesson plans | 6/2/2017 biweekly |
| G2.B1.S1.A1  A313814 | Create a resource schedule and common planning schedule which teachers will primarily utilize for... | Hartley, Brett | 8/15/2016 | Resource schedule, common planning schedule, common planning minutes, and weekly differentiated center plans | 6/2/2017 one-time |
| G2.B4.S1.MA1  M324151 | Blended learning growth, classroom based data, and small group data from interventionists | Butterfield, Leigh | 8/15/2016 | Blended learning reports and student support logs | 6/2/2017 monthly |
| G2.B4.S1.MA1  M324152 | Interventionists and coaches will share out student progress during common planning meetings and... | Hartley, Brett | 8/15/2016 | Minutes from IIT meetings and student support logs | 6/2/2017 monthly |
| G2.B4.S1.A1  A313816 | Coaches and interventionists will analyze data to determine who to target and develop a schedule to... | Hartley, Brett | 8/15/2016 | Interventionist lesson plans by group, interventionist schedule, and interventionist support logs | 6/2/2017 monthly |

V. Professional Development Opportunities

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

G1. If all faculty and staff focus on developing the whole child within a supportive learning environment, then student proficiency and percentage of learning gains will increase by May of 2017.

G1.B5 Teacher understanding of what it means to support the development of the whole child within and across different grade levels.

G1.B5.S1 Provide professional development on morning meetings, character education, and strategies for building classroom communities

PD Opportunity 1

We will discuss desired PD opportunities with grade level PBIS representatives and implement what is shared during common planning and early release days.

Facilitator

Dana Driver and Yolanda Sanders

Participants

Faculty

Schedule

Monthly, from 9/5/2016 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 | Create a master resource schedule which allows teachers to have 45 minutes of planning time every day so that teachers have more opportunities within the school day to meet and collaborate. | \$0.00 |
| 2 | G1.B5.S1.A1 | We will discuss desired PD opportunities with grade level PBIS representatives and implement what is shared during common planning and early release days. | \$0.00 |
| 3 | G2.B1.S1.A1 | Create a resource schedule and common planning schedule which teachers will primarily utilize for discussing ways to effectively and efficiently develop differentiated lesson plans. | \$0.00 |
| 4 | G2.B4.S1.A1 | Coaches and interventionists will analyze data to determine who to target and develop a schedule to work with these students based on individual needs. For reading, the coaches and interventionists will use Barton materials purchased through the district and LLI kits purchased through the school using Title 1 funds. For math, the interventionist will use iReady resources. | \$0.00 |
| Total: | | | \$0.00 |