Waterleaf Elementary

2016-17 Schoolwide Improvement Plan

Waterleaf Elementary

450 KERNAN BLVD N, Jacksonville, FL 32225

http://www.duvalschools.org/waterleaf

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	No	46%

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*	B	A

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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 Waterleaf Elementary

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.

To provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college, career, and life.

2. School Environment

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

Waterleaf Elementary has monthly family nights that enable teachers and parents to talk and work together for the growth of our students. Cultural awareness is evident in instruction, social environments, and school wide activities. Teachers at Waterleaf Elementary send home individual student interest surveys at the beginning of the school year in order to learn more about the individual students and their families. The survey discusses likes and dislikes, family and academic endeavors. These surveys are used to strengthen relationships with students and parents by addressing their individual needs. The surveys are used to assist with programming that encourage active parent and student involvement.

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

Our schoolwide behavior system encourages students to talk to adults if they feel unsafe or disrespected in any situation. We encourage students to look to other adults in their lives for encouragement and/or advice. Assemblies have been held to discuss discipline with emphasis on bullying, and respectful behaviors for all students and adults. Students recite the Wolfpack pledge daily and are encouraged to engage in an act of kindness every day. The relationships that the staff and administration build with students on a daily basis help students to feel safe within the school. All doors leading from the outside are kept locked during school hours and all visitors must sign in at the front office to receive a visitor's pass. All teachers and staff wear identification so that students know who they can turn to for assistance when needed.

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 school personnel are trained in CHAMPs protocol and use this as the main behavioral system to set expectations for behavior. Rituals and routines are in place to ensure engagement and compliance. Classroom referrals are used prior to school referrals which include contact with parents, conferences, and RtI meetings. Positive referrals are used to encourage responsible behavior. PBIS strategies are used to encourage positive behavior and to eliminate time out of 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.

The guidance counselor works with students using Character Education protocols and Second Step curriculum. The media specialist develops lessons based on the character trait of the month. Full Service schools works with individual students and their families when needed. Student of the Month is based on the Character trait for the month. Closed circuit television (WWLE News) explains the character trait of the month, on a daily basis. Learning for Life lessons are embedded in the reading curriculum.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Waterleaf Elementary communicates with parents monthly via the home-school communication, The Howler. The school's vision and mission are communicated through this means as well. The digital

marquee and the school messenger keep parents apprised of upcoming events. Progress reports and report cards are sent home every 4-5 weeks. Parents receive progress reports the fifth week of each nine week period to keep them informed of their student's progress. They also receive regular updates from their child's teacher on the progress via the home-school communication folder. PTA is highly involved in communicating with parents and business partners via email and social media.

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.

Community partnerships are secured via our assistant principal and our PTA. The community is very involved in providing resources such as manual labor, supporting family nights, incentives for students, etc. We have partnerships with several local businesses, including, but not limited to, Assessments Technology Group, Fresh Market, Chili's, B.J.'s Wholesale Club, East Pointe Baptist Church, Huntington, and CareSpot. They attend several of our family nights and donate multiple items to support our school's programs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Brady Hewitt, Lisa	Principal
Brown, Janet	Instructional Coach
Baxter, Kevin	Assistant Principal
Price, Susan	Assistant Principal

b. Duties

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

The Leadership Team is directly involved with developing and implementing the School Improvement Plan. All members are part of our Extended Leadership Team, who meet Monday mornings weekly to discuss implementation of the SIP. Members will use the problem-solving strategy to look at data, identify needs of the school and individual teachers and students, and will develop strategies and interventions to help meet the goals of the SIP. The Administrative team is key to providing instructional leadership within the school. They actively lead professional development, model lessons for teachers and conduct observations of teachers, giving specific feedback to assist them in their professional growth. They also meets with parents and community members to address their needs and build relationships/partnerships with them. The Assistant Principals are instrumental in planning and providing professional development to teachers through PLC's and WOW Days. They are responsible for key operations within the school, including but not limited to supervising paraprofessionals, coordinating testing, textbooks, supervising office staff and custodians and coordinating transportation. They have the responsibility of overseeing the math and science subject area instruction within the school. The school Reading Coach is responsible for planning and providing professional development for teachers in the area of Reading instruction. She leads teachers through coaching cycles and provides support as needed. The Reading Coach oversees our i-Ready and Achieve 3000 testing and implementation.

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.

MTSS/RTI meets twice a month. The team attends all districts workshops concerning RtI and brings back any/all relevant info to the faculty and presents at meetings and/or trainings to ensure information is received. An agenda is established based upon teacher concerns in the classroom related to academics and/or behavior. The team discusses the concern(s) and assists the teacher in developing a plan for intervention(s) (tier 2 & 3). The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress. Each member of the RTI team are also members of a school-wide team. For example, reading/writing, math/science, accountability, foundations.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa G. Brady	Principal
Shannon Padilla	Parent
Aimee Hendrix	Teacher
Natalia Valenzuela	Parent
Kevin Baxter	Teacher

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

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were.

b. Development of this school improvement plan

SAC will view the SIP at our first meeting on Sept. 8, 2016. They will be able to make suggestions at that time.

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

SAI dollars will be used for Math tutors for students needing Tier 3 instruction. This was voted on by SAC.

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

$2,869.57 was spent on supplemental reading materials as follows: Time for Kids for all K-3rd grade students; Social Studies Weekly for all 4th-5th grade students.

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
Brady Hewitt, Lisa	Principal
Brown, Janet	Instructional Coach
Bergfeld, Kimberly	Teacher, K-12

b. Duties

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

The major initiatives are to implement the school wide and district literacy plan. This includes incentives, reading campaign, assemblies, and quarterly awards. The team will also participate in the RtI work at the school this year. They will provide valuable input into interventions and strategies needed to move our students. Our team consists of other educators in the building.

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 are given 45 minutes a day for no less than 2 days a week for collaborative planning. PLC's are guided by the Principal, Assistant Principal, and Instructional coach once a week. A half day of professional development is provided by the Principal, Assistant Principal, and Instructional coach once a month for each grade level. Teachers work together to address assessments, lesson planning, data driven center rotations, and small group instruction. Team building activities are included in each professional development and PLC session to assist teachers with getting to know each other and to foster positive working relationships.

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

1. Meet with mentors weekly to discuss various concerns and issues.
2. Coach provides support and models demo lessons in classrooms.
3. Principal will meet with each grade level bi-weekly to provide support.
4. Encourage participation in professional development that will enhance professional growth.
5. Team building activities each month and during weekly professional development meetings.

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

We have paired all first year teachers and teachers who are new to Waterleaf with an experienced, effective teacher. They have common planning time built into their schedules a minimum of 2 times per week. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

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 follow the curriculum guides provided by Duval County Public Schools. These curriculum guides have been aligned to the new Florida State Standards. Teachers use the item specifications provided by the state to guide their instruction as well. Teachers analyze the item specifications and results from district-provided baseline assessments and computer assessments such as i-Ready and Achieve 3000 to plan differentiated instruction for students. The teachers use the curriculum materials provided by the district to plan specific, meaningful instruction for students. Fidelity is monitored by the administrative staff.

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.

Data from baseline assessments, classroom assessments, i-Ready and Achieve 3000 is used to plan for small group instruction that is differentiated based on the student need. Intervention lessons are based on student need and identified through assessments that provide information on strands that are not mastered. Enrichment is provided for those students who are proficient and need guidance in maintaining their proficiency or improving their level.

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

We offer Extended Day at our school before and after school. Students receive extra enrichment activities such as computers, physical fitness activities, and homework assistance.

Strategy Rationale

Students who need after school care should also receive academic instruction as a way of enriching or intervening in their academic lives.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brady Hewitt, Lisa, bradyl@duvalschools.org

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

Usage data for Achieve 3000 and i-Ready Reading and Math can be tracked for after school hours. Completion rates and proficiency are used as data. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

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. § 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.

In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K programs at our school follow the reading, writing and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using i-Ready, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and i-Ready to obtain a pre-reading and math benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.
In order to prepare fifth grade students for an easy transition to middle school, our fifth grade teachers follow the reading, writing, math and science Florida State Standards and integrate social studies into our reading instruction. Fifth grade students change classes throughout the day to prepare them for changing classes in middle school. Fifth grade students are assessed using classroom assessments, district CGAs, i-Ready, Achieve 3000 and the Florida State Assessment to determine readiness for sixth grade, Results from assessments are used to group students for differentiated instruction and provide strategies for immediate, intensive instruction. The guidance counselor provides fifth grade students with career planning sessions, as well, to assist them with planning for the future and deciding on courses to take once they transition to 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.

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"Â? 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. Increase student engagement during all learning time through use of teacher-facilitated peer-to-peer discourse.

G2. If we provide quality differentiation of small group instruction in all four subject areas, then we will increase student proficiency and growth in Reading/Writing, Math and Science.

G3. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science.

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. Increase student engagement during all learning time through use of teacher-facilitated peer-to-peer discourse. 1a

🔍 G086556

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	14.0

Targeted Barriers to Achieving the Goal 3

- Environment in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supportive administration

- CHAMPs

- Strong Teacher content knowledge

Plan to Monitor Progress Toward G1. 8

Discipline data

Person Responsible
Susan Price

Schedule
Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Discipline data

G2. If we provide quality differentiation of small group instruction in all four subject areas, then we will increase student proficiency and growth in Reading/Writing, Math and Science. `1a`

🔍 G086557

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	77.0
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal `3`

- Teacher implementation

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

-
- Item Specifications
- i-Ready Tool box
- i-Ready Reading and Math data; Achieve 3000 data
- Professional Learning Communities and Early Dismissal Professional Development
- Penda (Science)

Plan to Monitor Progress Toward G2. `8`

Achieve 3000,i-Ready, subject area assessments, Penda

Person Responsible
Kevin Baxter

Schedule
Monthly, from 9/20/2016 to 5/26/2017

Evidence of Completion
Data reports

G3. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/ Writing, Math and Science. `1a`

🔑 G086558

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	77.0
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal `3`

- Teacher and students use of the curriculum.
- Ensuring rigorous content is taught on a daily basis.

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

- Duval Reads and Duval Math curriculum.
- Item specifications.
- i-Ready Math tool box.
- i-Ready Reading and Math data; Achieve 3000 data.
- Professional Learning Communities and Early Dismissal Professional Development.
- Penda

Plan to Monitor Progress Toward G3. `8`

Walk through forms will be used to determine PLC or individual needs. Data from i-Ready and Achieve 3000 will be used to monitor student growth.

Person Responsible
Kevin Baxter

Schedule
Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Walk through forms and data chat forms will be used to monitor progress.

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. Increase student engagement during all learning time through use of teacher-facilitated peer-to-peer discourse. [1]

🔍 G086556

G1.B1 Environment in the classroom. [2]

🔍 B230016

G1.B1.S1 Utilize coaching staff to support effective teacher facilitation of peer-to-peer discourse. [4]

🔍 S242676

Strategy Rationale

If students are taught how to speak to and converse with one another, conflict will be minimized.

Action Step 1 [5]

Teachers will facilitate peer-to-peer discourse to increase student engagement during all learning time.

Person Responsible

Susan Price

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom observation will be used to determine students' use of peer-to-peer discourse.

Action Step 2 [5]

Teachers will use strategies learned from Teach Like a Champion by Doug Lemov

Person Responsible

Lisa Brady Hewitt

Schedule

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

Evidence of Completion

Observation of teacher will be used to determine if strategies are being implemented with fidelity.

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

Classroom observations with specific feedback.

Person Responsible

Susan Price

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, CAST

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

Walkthroughs, CAST

Person Responsible

Lisa Brady Hewitt

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, CAST

G2. If we provide quality differentiation of small group instruction in all four subject areas, then we will increase student proficiency and growth in Reading/Writing, Math and Science. 1

🔍 G086557

G2.B1 Teacher implementation 2

🔍 B230019

G2.B1.S1 Conduct professional development sessions targeting small group instruction. 4

🔍 S242677

Strategy Rationale

Small group instruction leads to student growth.

Action Step 1 5

Teachers will attend professional development focused on small group instruction.

Person Responsible

Janet Brown

Schedule

Biweekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

agendas, ERO attendance sheets, training documents

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

A Professional Development Plan will be developed for teacher training.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Professional Development Calendars and training agendas will be collected.

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

Student data alignment with teacher small group lesson plans and student data will indicate if learning gains are being made.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Classroom observation of small group instruction; teacher small group lesson plans; alignment of student data and teacher small group lesson plans.

G3. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science. `1`

🔑 G086558

G3.B1 Teacher and students use of the curriculum. `2`

🔑 B230020

G3.B1.S1 Use PLC's, Early Dismissal Professional Development, classroom walkthroughs, and modeling to increase effective use of the curriculum. `4`

🔑 S242678

Strategy Rationale

Effective implementation of the curriculum will increase student achievement by at least 5% in Reading/Writing, Math and Science.

Action Step 1 `5`

Teachers will be given professional development to support the effective use of the curriculum via the IIT cycle.

Person Responsible

Janet Brown

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Agendas, exit tickets, sign-in sheets for p.d.

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

Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.

Person Responsible

Lisa Brady Hewitt

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.

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

Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.

Person Responsible

Kevin Baxter

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.

G3.B3 Ensuring rigorous content is taught on a daily basis. 2

🔑 B230022

G3.B3.S1 Rigorous content should be taught on a daily basis in Reading/Writing, Math, and Science. 4

🔑 S242679

Strategy Rationale

Students who work on rigorous content are prepared for future assessments and grade level content.

Action Step 1 5

Rigorous content will be used daily in Reading/Writing, Math, and Science.

Person Responsible

Lisa Brady Hewitt

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administration will observe lessons being taught and will monitor pacing of the Curriculum Guide.

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

Walk throughs will be conducted for fidelity of the curriculum implementation.

Person Responsible

Lisa Brady Hewitt

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administration will check lesson plans and will use walk throughs to observe that the lessons are on pace and are being taught with fidelity.

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

Administration and the Reading Coach will monitor for effectiveness. Support will be given to those teachers who are struggling with the content and pacing.

Person Responsible

Janet Brown

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walk through forms and agendas will be used as evidence of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M324590	Achieve 3000,i-Ready, subject area assessments, Penda	Baxter, Kevin	9/20/2016	Data reports	5/26/2017 monthly
G2.B1.S1.MA1 M324588	Student data alignment with teacher small group lesson plans and student data will indicate if...	Brown, Janet	9/6/2016	Classroom observation of small group instruction; teacher small group lesson plans; alignment of student data and teacher small group lesson plans.	5/26/2017 biweekly
G2.B1.S1.MA1 M324589	A Professional Development Plan will be developed for teacher training.	Brown, Janet	9/6/2016	Professional Development Calendars and training agendas will be collected.	5/26/2017 weekly
G1.MA1 M324587	Discipline data	Price, Susan	8/22/2016	Discipline data	6/2/2017 quarterly
G3.MA1 M324595	Walk through forms will be used to determine PLC or individual needs. Data from i-Ready and...	Baxter, Kevin	8/22/2016	Walk through forms and data chat forms will be used to monitor progress.	6/2/2017 biweekly
G1.B1.S1.MA1 M324585	Walkthroughs, CAST	Brady Hewitt, Lisa	8/22/2016	Walkthroughs, CAST	6/2/2017 monthly
G1.B1.S1.MA1 M324586	Classroom observations with specific feedback.	Price, Susan	8/22/2016	Walkthroughs, CAST	6/2/2017 monthly
G1.B1.S1.A1 A314061	Teachers will facilitate peer-to-peer discourse to increase student engagement during all learning...	Price, Susan	8/22/2016	Classroom observation will be used to determine students' use of peer-to-peer discourse.	6/2/2017 daily
G1.B1.S1.A2 A314062	Teachers will use strategies learned from Teach Like a Champion by Doug Lemov	Brady Hewitt, Lisa	8/15/2016	Observation of teacher will be used to determine if strategies are being implemented with fidelity.	6/2/2017 daily
G2.B1.S1.A1 A314063	Teachers will attend professional development focused on small group instruction.	Brown, Janet	8/31/2016	agendas, ERO attendance sheets, training documents	6/2/2017 biweekly
G3.B1.S1.MA1 M324591	Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.	Baxter, Kevin	8/22/2016	A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.	6/2/2017 biweekly
G3.B1.S1.MA1 M324592	Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.	Brady Hewitt, Lisa	8/22/2016	A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.	6/2/2017 biweekly
G3.B1.S1.A1 A314064	Teachers will be given professional development to support the effective use of the curriculum via...	Brown, Janet	8/24/2016	Agendas, exit tickets, sign-in sheets for p.d.	6/2/2017 weekly
G3.B3.S1.MA1 M324593	Administration and the Reading Coach will monitor for effectiveness. Support will be given to those...	Brown, Janet	8/22/2016	Walk through forms and agendas will be used as evidence of implementation.	6/2/2017 biweekly
G3.B3.S1.MA1 M324594	Walk throughs will be conducted for fidelity of the curriculum implementation.	Brady Hewitt, Lisa	8/22/2016	Administration will check lesson plans and will use walk throughs to observe that the lessons are on pace and are being taught with fidelity.	6/2/2017 biweekly
G3.B3.S1.A1 A314065	Rigorous content will be used daily in Reading/Writing, Math, and Science.	Brady Hewitt, Lisa	8/22/2016	Administration will observe lessons being taught and will monitor pacing of the Curriculum Guide.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Increase student engagement during all learning time through use of teacher-facilitated peer-to-peer discourse.

G1.B1 Environment in the classroom.

G1.B1.S1 Utilize coaching staff to support effective teacher facilitation of peer-to-peer discourse.

PD Opportunity 1

Teachers will facilitate peer-to-peer discourse to increase student engagement during all learning time.

Facilitator

Susan Price, Kevin Baxter, Lisa Brady

Participants

All teachers

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Teachers will use strategies learned from Teach Like a Champion by Doug Lemov

Facilitator

Lisa Brady

Participants

All teachers

Schedule

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

G2. If we provide quality differentiation of small group instruction in all four subject areas, then we will increase student proficiency and growth in Reading/Writing, Math and Science.

G2.B1 Teacher implementation

G2.B1.S1 Conduct professional development sessions targeting small group instruction.

PD Opportunity 1

Teachers will attend professional development focused on small group instruction.

Facilitator

Janet Brown; Kevin Baxter; Susan Price; Lisa Brady

Participants

Certificated teachers of all subject areas.

Schedule

Biweekly, from 8/31/2016 to 6/2/2017

G3. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science.

G3.B1 Teacher and students use of the curriculum.

G3.B1.S1 Use PLC's, Early Dismissal Professional Development, classroom walkthroughs, and modeling to increase effective use of the curriculum.

PD Opportunity 1

Teachers will be given professional development to support the effective use of the curriculum via the IIT cycle.

Facilitator

Janet Brown, Reading Coach; Kevin Baxter, AP and Math Coach; Susan Price, AP and Math Coach; Lisa Brady, Principal

Participants

All certified teachers

Schedule

Weekly, from 8/24/2016 to 6/2/2017

G3.B3 Ensuring rigorous content is taught on a daily basis.

G3.B3.S1 Rigorous content should be taught on a daily basis in Reading/Writing, Math, and Science.

PD Opportunity 1

Rigorous content will be used daily in Reading/Writing, Math, and Science.

Facilitator

Janet Brown, Reading Coach; Kevin Baxter, AP and Math Coach; Susan Price, AP and Math Coach; Lisa Brady, Principal

Participants

All certified teachers.

Schedule

Daily, from 8/22/2016 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	Teachers will facilitate peer-to-peer discourse to increase student engagement during all learning time.	$0.00
2	G1.B1.S1.A2	Teachers will use strategies learned from Teach Like a Champion by Doug Lemov	$0.00
3	G2.B1.S1.A1	Teachers will attend professional development focused on small group instruction.	$0.00
4	G3.B1.S1.A1	Teachers will be given professional development to support the effective use of the curriculum via the IIT cycle.	$0.00
5	G3.B3.S1.A1	Rigorous content will be used daily in Reading/Writing, Math, and Science.	$0.00
		Total:	$0.00