# Navy Point Elementary School



## 2016-17 Schoolwide Improvement Plan

# Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambiaschools.org

## 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 | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 68% |

## School Grades History

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

*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 is pending approval by the Escambia County School Board.

## 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 Navy Point Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northwest - Rachel Heide | Comprehensive Support & Improvement - Implementing Cycle 1 Dmt |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

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

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

### 2. School Environment

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

Navy Point Elementary is a Capturing Kids Heart (CKH) school. This is the overarching system that places an expectation on teachers and staff to work towards building relational capacity with students and families. This is done by making personal phone calls home prior to the beginning of the school year, greeting students at the classroom door, and sharing good things in the classroom communities daily. The Capturing Kids Hearts EXCEL model is utilized school-wide, setting up a system where teachers engage, explore, communicate, and empower their students each day.

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

A team of teachers and support personnel attended the PBS Tier I and II training. The training allowed our team to develop school wide rules and expectations, a reward system for positive behavior, and a culture of recognition where students and classes are recognized frequently for exhibiting positive behavior. We have our PBS rules and expectations posted throughout the school, we recognize teachers for their implementation of PBS, and we have trained our office staff on creating a welcoming environment for all of those that enter our school. Our students are greeted at their classroom doors each morning by their teachers which allows for the development of relationships, a sense of community, and an opportunity for teachers to find out if students are having any issues prior to them entering the classroom. We meet monthly following our general PBS meetings to discuss those students who are in need of Tier II interventions and the progress being made.

#### 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.

Students are expected to follow our school-wide rules for each area of the school building under the three main rules of Be Ready, Show Respect, and Be Responsible. Students are rewarded with Navy Point Patches for positively exhibited behavior throughout the school. In the event that students do not respond to positive reinforcement within the school, there is a discipline flow chart in place for teachers to use. Teachers follow the flow chart and definitions of behaviors to determine if the behavior should be classroom or office managed. For the 2016-2017 school year, we have continued a school wide citizenship plan as a means of consistently handling and tracking classroom managed

behaviors. Teachers provide students with a verbal warning first, followed by the reteaching of a behavior, and then a one on one conference with students where the behavior is discussed and points are deducted occurs. All faculty and staff were trained on the use of this school-wide plan along with the review of the PBS system during the pre-school planning week.

**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.**

Our students' social-emotional needs are first met in the classroom with their teachers who have been trained in Capturing Kids Hearts. Teachers develop social contracts with their classes and refer students back to the social contract regularly. In addition to the classroom environment that lays the foundation for social-emotional needs, we have a school-based guidance counselor, a military guidance counselor, and a school social worker that work together to monitor all Early Warning Systems, meet with targeted groups of students, run focus groups, and mentor individual students as needed or indicated by EWS data.

## 3. Early Warning Systems

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

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

At Navy Point we view attendance as one of the the most important factors in the success of a student. We know that loss of instruction equals the possible loss of a child by the time they reach high school. Therefore, Navy Point has identified the following areas of focus for EWS:

Number of Out Of School Suspensions (OSS)
Number of In School Suspensions (ISS)
Number of tardies
Number of absences greater than 5 days

**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 | 14 | 26 | 21 | 19 | 19 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| One or more suspensions | 0 | 5 | 8 | 9 | 21 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Course failure in ELA or Math | 1 | 7 | 14 | 10 | 3 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 36 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |

*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 | 5 | 10 | 12 | 17 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

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

We have implemented a tardy record book that is being used as an intervention for students with multiple unexcused tardies. This book requires parents to sign a statement indicating that they are aware of the negative consequences to being late to school. These interventions are in place to prevent students from exhibiting multiple EWS indicators.

The school social worker will be meeting with parents and the guidance counselor on a bi-weekly bases to discuss specific students and their attendance concerns. Actions will be taken as necessary to help correct the concerns related to tardies and absences. There will be a bulletin board displayed in a central area of the school used to display tracking data by class of attendance and tardies in an effort in improvement school attendance.

RtI team meetings will be held weekly to determine strategies to assist students with meeting the academic goals identified as needs. Students will be tracked and monitored for growth over time and RtI next step processes will be followed when students do not demonstrate significant progress or for students that have been identified in multiple EWS areas.

## 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/304886.

#### 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.**

Navy Point values its partnerships with local community members. We have partnerships with 2 churches currently. Our partners have come as a result of the community reaching out to the school to give a helping hand. Both partners contacted the school to find out how they can assist us in helping students reach their maximum achievement.

Warrington Baptist Church provides a welcome back breakfast for our faculty and staff members each year. They also host a luncheon for our 5th grade students at no cost to our school and allows us to use their sanctuary for the 5th grade awards program. They provide services and supplies as needed during the year.

StoryPoint Baptist Church of Gulf Breeze provided a welcome back luncheon for our teachers along with supplies from the wish list provided by teachers. Each year they have been gracious enough to host 2 additional luncheons for our faculty and staff during the year. Some of the members have offered to volunteer their time and services in tutoring students. The church also provides weekly meals in a neighboring park for students and families in the community.

## 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 |
| --- | --- |
| Ford-Harris, Monica | Principal |
| Frick, Pam | Other |
| Griffin, Linda | Teacher, K-12 |
| Griffin, Holly | Teacher, K-12 |
| Davis, Sheryl | Teacher, K-12 |
| Gooden, Bernita | School Counselor |
| Paulus, Dawn | Teacher, PreK |
| Mayo, Pamela | Teacher, K-12 |
| Hernandez, Joshua | Teacher, K-12 |
| Cothran, Laurie | 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 school leadership team serves as a collaborative team that represents teachers, administration, and support personnel. The goal of the leadership team is to develop a culture of shared leadership and collaborative problem solving. The team meets regularly to make instructional decisions, discuss school data, and plan action steps necessary for making improvements. The members of the team are responsible for facilitating data meetings within their teams, while guiding their team mates toward implementing any school wide initiatives decided upon by the leadership team.

*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.*

Each grade level meets on a weekly basis and submits documentation of their planning meeting. Within their planning documentation, the teams identify needs in the form of instructional resources, professional development, and curriculum needs. From these documented needs, the school leadership meets monthly to identify and discuss priority areas. Once the leadership team has made a decision and determined it to be aligned with the school improvement goals, the administrative team will align budgetary funds with the decided upon project, resources, training priority and will help the leadership team to decide upon a plan of implementation to include progress monitoring and inventory of resources.

### 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|------|-------------------|
| Monica Ford-Harris | Principal |
| Jacqueline Weathers | Parent |
| Karen Dade | Parent |
| Amanda Hankins | Parent |
| Rebecca Gonzalez | Parent |
| Lori Coleman | Parent |
| Sonja Lee | Parent |
| Holly Griffin | Teacher |
| Le Hang | Education Support Employee |
| Jeffery Spooneybarger | Business/Community |
| Lilliam Negron | Parent |

## b. Duties

### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

*a. Evaluation of last year's school improvement plan*

During the September meeting the council will receive a brief overview of our school's performance on the End of Year Assessment on Discovery Education. A summary of how we did in meeting our goals will also be shared with parents. Time for questions and answers will be allotted to ensure that parents fully understand how the current year's goals are driven by the data from the previous year.

*b. Development of this school improvement plan*

The principal will make a presentation of the plan to members during the September meeting. All members will receive a copy of the plan and use it to guide any input or to answer concerns regarding the plan. Once agreed upon, the members will then vote to accept the plan as written or with the recommended corrections.

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

In the spring of each year, the SAC will meet to discuss the budgets for the next year. Ideas of what worked well from the previous year, as well as what the possible needs will be the following year are considered in the development of the budget and plan.

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

Navy Point received School Improvement Initiative Funds. These monies were designated for professional development (PD) and curriculum planning for teachers. The money has been spent to fund an effective lesson planning PD for teachers during the summer with a grade level planning day that was used as a follow up to the training. A professional development day for our School Improvement/Leadership Team was paid for in August using this fund. The PD was related to strategies designed to foster school improvement and student engagement. Resources were ordered for future use in Professional Learning Communities/book studies. One book study was completed during the summer on The Framework for Understanding Poverty.

### 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 |
|---|---|
| Cothran, Laurie | Assistant Principal |
| Frick, Pam | Teacher, K-12 |
| Griffin, Holly | Teacher, K-12 |
| Davis, Sheryl | Teacher, K-12 |
| Gooden, Bernita | School Counselor |
| Griffin, Linda | Teacher, K-12 |
| Paulus, Dawn | Teacher, PreK |
| Mayo, Pamela | Teacher, K-12 |
| Hernandez, Joshua | Teacher, K-12 |

**b. Duties**

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

The literacy leadership team is represented by every grade level and meets monthly to discuss data related to ELA. The goals of the team this year are to find methods for promoting literacy opportunities throughout all content areas with a focus on integrating writing practice in all subjects. The team has decided upon procedures for celebrating student progress toward literacy related accomplishments such as meeting AR goals, growth on DE/Istation benchmark assessments, and making gains on STAR tests. The team will focus primarily on student data from the Istation benchmark assessments and will make decisions for literacy instruction that will continue to initiate student growth and success.

## D. Public and Collaborative Teaching

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

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

Teachers within each grade level are provided a 40 minute planning period each day at the same time as all other members of their team. Once a week, teachers in grades K - 3 are allotted an hour planning. Teams work together a minimum of two days per week. These meetings include professional development opportunities, planning, and student data discussions. Teams must submit a summary of their meetings, which shows evidence of positive relationships and collaborative planning.

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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Navy Point, a team of appropriate representatives interviews, rates, and provides input regarding the hiring and placement of teachers. The interview questions are developed to match the school's priorities and driving forces and candidates are chosen based on a team decision.

All beginning teachers are provided support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern. Each teacher is partnered with a buddy teacher on campus for support.

The administration will meet with the new teachers on a monthly basis to determine needs and to provide support. The teachers will participate in required district trainings in order to ensure that they are well prepared with the appropriate tools to implement curriculum and instruction effectively. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

The growth and development of all teachers is vital to Navy Point, therefore teachers are provided peer observation time, collaborative planning opportunities, and professional development sessions as deemed appropriate for teacher's needs.

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

In addition to the district's mentoring program, Navy Point implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.

New Teacher Mentor Teacher
Aleshia Hawkinson (1st) Kanisha White (1st)
Joshua Hernandez (2nd) Brenda Parker (2nd)
Kelli Lowe (3rd) Pamela Mayo (3rd)
Michele Cranford (ESE) Pam Frick (RtI Coach)

## 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.*

Navy Point begins all instructional decision making with the Florida Standards. Teachers utilize the district standards alignments to know which standards to be focusing on first, then work to understand the standards prior to pulling instructional materials. The core materials, programs, and resources used are adopted by the district, therefore alignment to the Florida Standards exists, but teachers are trained to read and understand the standards prior to planning the use of any materials and understand that not all parts of a resource are always aligned directly to Florida Standards. All whole and small group activities, enrichment and remediation resources, and instructional programs are aligned to grade level standards. There are systems in place at Navy Point such as the use of Planbook.com, where teachers document their small group instruction plans. There is a central activities planning sheet that allows for monitoring and feedback related to teacher's use of instructional materials that is aligned to the standards.

#### b. Instructional Strategies

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

Navy Point utilizes multiple sources of data to include Discovery Education Assessment, iStation, SchoolNet, teacher created formative assessments, series formative assessments, weekly assessments, chapter assessments, and unit assessments to inform instruction. Each month, team leaders will facilitate an analysis of data most relevant to their grade level's instruction focus for the month. They will analyze and evaluate student performance data while making judgments and decisions related to student needs, teacher strengths, along with intervention and enrichment strategies. Teams are working toward facilitating flexible grouping across the grade level to maximize on teacher strengths. Systems are in place to support team sharing of data on a monthly basis, which holds each team accountable for addressing student needs and following through with their plans for meeting student's needs while fostering a culture of data sharing and collaborative problem solving within the school.

*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:** Extended School Day

**Minutes added to school year:** 10,800

K-3 students will be assessed using beginning of year checklists, DRA assessments, and Discovery Education Assessments for ELA. The assessments will be used to group students within grade level for interventions and enrichment activities to include close reading through the use of non-fiction text and Performance Coach as a supplemental resource. Our ESE and lower performing students will be instructed using the SRA Direct Instruction curriculum.

Fourth and fifth grades will focus on writing during the block. Students will be given a benchmark writing task. Following the scoring of the tasks, teachers will guide students through specifically designed mini lessons related to the 3 domains for scoring. The major focus for the lessons will be conferencing and editing. The students will complete a rewrite once they have been instructed following the 10-12 mini lesson cycles.

*Strategy Rationale*

The plan above will assist Navy Point in meeting the academic needs of all students in the area of ELA. Students who have mastered standards and are ready for enrichment will receive those services which has been a barrier for Navy Point in past years.

*Strategy Purpose(s)*

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Ford-Harris, Monica, mford-harris@ecsdfl.us

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

Students's performance on benchmark assessments, DRA level growth, grades on unit assessment, and Florida Standards Assessment data will be used to determine the effectiveness of the strategies implemented.

### 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.*

Navy Point currently has 2 ESE Pre-K classrooms and a VPK Inclusion classroom. We provide the students in these classes with multiple opportunities to make their transition to kindergarten a smooth process. Some examples are:

1) Many ride buses to and from school
2) Students eat breakfast and lunch in the school's cafeteria
3) The students are trained how to run errands to the front office and cafeteria. They are also allowed to visit the Media Center for book checkouts.
4) Students share a playground area with kindergarten students
5) The students are active participants in school-wide activities
6) Students' exposure to specific reading standards help to prepare them for the kindergarten curriculum (letter sounds, letter recognition, and numbers)

An annual orientation/school visit is scheduled for other Pre-K students in the district that are slated to attend Navy Point. The students visit our campus and are assigned to a kindergarten classroom for about an hour or two and participate in the routine of the class. This opportunity allows the children to experience a typical day in kindergarten.

Our fourth and fifth grade students follow a departmentalized schedule which helps prepare them for the transition to middle school by placing responsibility on them when changing classes, organizing their materials, and adhering to multiple sets of procedures and routines. The middle schools offer orientation events that we encourage our students to attend.

**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.*

N / A

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

N / A

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

N / A

*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.*

N / A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

N / A

## 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.

N / A

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

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

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and writing, it will lead to increased achievement in all content areas.

**G2.**     If all teachers utilize data, monitor student progress to enrich or reteach students in small groups, and effectively plan for rigorous bell to bell instruction, maintaining proficiency and achieving learning gains will be a result.

## 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 teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and writing, it will lead to increased achievement in all content areas. 1a

🔑 G086680

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 74.0 |
| AMO Math - All Students | 69.0 |
| FCAT 2.0 Science Proficiency | 50.0 |

### Targeted Barriers to Achieving the Goal 3

- Lack of training for our mostly young faculty to effectively plan and deliver lessons.

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

- Thinking Maps training

- On-going professional development

- Two trained Thinking Maps trainers on campus

- Professional Development related to planning and effective instruction strategies

- Modeled use of google classroom, kahoot, and other applications for engagement

### Plan to Monitor Progress Toward G1. 8

The walkthrough documentation completed during informal classroom visits will provide evidence of effective planning, allow administration to collect the engagement information, which will produce data that provides a glimpse of engagement throughout the school, types of instructional strategies used, and questioning strategies evident. It is expected that the observation of engagement and questioning activities will increase over the school year.

**Person Responsible**
Laurie Cothran

**Schedule**
Daily, from 9/1/2016 to 5/26/2017

*Evidence of Completion*
The data collected from walk through observations will be monitored regularly to match with our school improvement timeline.

**G2.** If all teachers utilize data, monitor student progress to enrich or reteach students in small groups, and effectively plan for rigorous bell to bell instruction, maintaining proficiency and achieving learning gains will be a result. 1a

🔑 G086681

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 69.0 |
| AMO Reading - All Students | 74.0 |

## Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of knowledge for how to effectively plan differentiated activities for the varied learners in their classroom.

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

- Tyner Small group materials

- Daily 5 materials

- Word study lessons

- Reading Wonders/Wonder Works materials

- DRA

- Standards based frameworks

- Renaissance Place STAR grouping

## Plan to Monitor Progress Toward G2. 8

Varied Benchmark assessments

### Person Responsible
Laurie Cothran

### Schedule
Monthly, from 9/1/2016 to 5/26/2017

### *Evidence of Completion*
The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education, STAR reading assessments, and Istation benchmarking. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary.

## 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 teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and writing, it will lead to increased achievement in all content areas. 1

🔑 G086680

**G1.B1** Lack of training for our mostly young faculty to effectively plan and deliver lessons. 2

🔑 B230410

**G1.B1.S1** Assist teachers with effective planning and instructional strategies 4

🔑 S243078

### Strategy Rationale

If teachers understand how to effectively plan and deliver instruction, student engagement and questioning rigor will increase leading to higher achievement in all content areas.

### Action Step 1　5

Grade level teams will collaborate and plan together at least twice a week. During their weekly planning meetings, grade levels will identify appropriate tools related to each content area to utilize within their classrooms, followed by a discussion about the application of each tool.

#### Person Responsible

Monica Ford-Harris

#### Schedule

Monthly, from 8/29/2016 to 5/26/2017

#### *Evidence of Completion*

Google Form Documentation, Lesson Plans, Classroom Walk Throughs

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

Administration will review documentation from the meetings

**Person Responsible**

Monica Ford-Harris

**Schedule**

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

***Evidence of Completion***

Google Form submission

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

Administration will monitor lesson plans

**Person Responsible**

Monica Ford-Harris

**Schedule**

Biweekly, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Weekly planbook.com lessons containing evidence of effective planning, higher order questioning, and engagement strategies will be looked for.

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

Thinking Maps trainers will schedule a Map Rollout

**Person Responsible**

Laurie Cothran

**Schedule**

Weekly, from 8/3/2016 to 10/3/2016

***Evidence of Completion***

Classroom Walkthroughs, Evidence of using Thinking Maps in lesson plans, student work

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

Administration will visit grade level meetings and monitor planbook.com lesson plans

### Person Responsible

Monica Ford-Harris

### Schedule

Weekly, from 9/1/2015 to 5/26/2016

### *Evidence of Completion*

Lesson plans

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

Administration conducts classroom walk through observations

### Person Responsible

Monica Ford-Harris

### Schedule

Weekly, from 9/1/2015 to 5/26/2016

### *Evidence of Completion*

Walk through summary of responses related to Domain 1 and Domain 3

**G1.B1.S2** Plan for both Whole Group and Small Group instruction in all content areas 4

S243079

### Strategy Rationale

If teachers plan instruction for both whole group and differentiated small groups, students will experience a productive struggle that will enhance their understanding of the skills being taught and assessed.

### Action Step 1 5

Teachers will collaborate with their grade level or content area for planning ideas and strategies

**Person Responsible**

Monica Ford-Harris

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Discussions within Google Classroom

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

Administration will review lesson plans to ensure thoroughness of planned activities and lessons

**Person Responsible**

Monica Ford-Harris

**Schedule**

Weekly, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans will include quality questioning strategies and the use of Thinking Maps

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

Administration will conduct walk through observations

### Person Responsible

Monica Ford-Harris

### Schedule

Monthly, from 8/30/2016 to 5/26/2017

### *Evidence of Completion*

Walk through summary of responses related to Domain 1 and Domain 3

**G2.** If all teachers utilize data, monitor student progress to enrich or reteach students in small groups, and effectively plan for rigorous bell to bell instruction, maintaining proficiency and achieving learning gains will be a result. `1`

🔑 G086681

**G2.B1** Teachers have a lack of knowledge for how to effectively plan differentiated activities for the varied learners in their classroom. `2`

🔑 B230411

**G2.B1.S1** Teachers will utilize standards-based common assessments in math and reading to accurately group students within the classroom and deliberately plan for student needs. `4`

🔑 S243080

### Strategy Rationale

If teachers use standards based assessments, the results will drive instruction within small groups.

**Action Step 1** `5`

Teachers will be trained on the utilization of STAR for reading groupings

#### Person Responsible

Laurie Cothran

#### Schedule

On 9/3/2016

#### *Evidence of Completion*

Groups of students will be evident within the program each quarter

**Action Step 2** `5`

Teachers will develop and administer math pre assessments for each math unit

#### Person Responsible

Laurie Cothran

#### Schedule

Biweekly, from 9/1/2016 to 5/26/2017

#### *Evidence of Completion*

Math groups will change in planbook with each new unit

## Action Step 3 `5`

Teachers will create flexible groupings of students and meet with each group to reteach or reinforce skills every day for struggling and middle achieving students and enrich high performing students at least twice a week.

### Person Responsible

Laurie Cothran

### Schedule

Daily, from 8/8/2016 to 5/29/2017

### *Evidence of Completion*

Reporting Form on Google Classroom, lesson plans, classroom walkthroughs

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

Administration will review planbook.com and data notebooks

### Person Responsible

Monica Ford-Harris

### Schedule

Monthly, from 9/1/2016 to 5/29/2017

### *Evidence of Completion*

Varied instructional groupings and deliberate plans will be evident within planbook, while data notebooks and grade books will contain the evidence leading to these decisions.

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

Administration will monitor student achievement data

### Person Responsible

Monica Ford-Harris

### Schedule

Monthly, from 9/1/2016 to 5/26/2017

### *Evidence of Completion*

Standards-based common assessment scores will increase over time

## 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 M325455 | Administration will visit grade level meetings and monitor planbook.com lesson plans | Ford-Harris, Monica | 9/1/2015 | Lesson plans | 5/26/2016 weekly |
| G1.B1.S1.MA4 M325456 | Administration conducts classroom walk through observations | Ford-Harris, Monica | 9/1/2015 | Walk through summary of responses related to Domain 1 and Domain 3 | 5/26/2016 weekly |
| G1.B1.S1.MA1 M325457 | Administration will review documentation from the meetings | Ford-Harris, Monica | 9/1/2016 | Google Form submission | 9/1/2016 biweekly |
| G2.B1.S1.A1 A314508 | Teachers will be trained on the utilization of STAR for reading groupings | Cothran, Laurie | 9/1/2016 | Groups of students will be evident within the program each quarter | 9/3/2016 one-time |
| G1.B1.S1.MA5 M325459 | Thinking Maps trainers will schedule a Map Rollout | Cothran, Laurie | 8/3/2016 | Classroom Walkthroughs, Evidence of using Thinking Maps in lesson plans, student work | 10/3/2016 weekly |
| G1.MA1 M325462 | The walkthrough documentation completed during informal classroom visits will provide evidence of... | Cothran, Laurie | 9/1/2016 | The data collected from walk through observations will be monitored regularly to match with our school improvement timeline. | 5/26/2017 daily |
| G2.MA1 M325465 | Varied Benchmark assessments | Cothran, Laurie | 9/1/2016 | The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education, STAR reading assessments, and Istation benchmarking. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary. | 5/26/2017 monthly |
| G1.B1.S1.MA3 M325458 | Administration will monitor lesson plans | Ford-Harris, Monica | 9/1/2016 | Weekly planbook.com lessons containing evidence of effective planning, higher order questioning, and engagement strategies will be looked for. | 5/26/2017 biweekly |
| G1.B1.S1.A1 A314506 | Grade level teams will collaborate and plan together at least twice a week. During their weekly... | Ford-Harris, Monica | 8/29/2016 | Google Form Documentation, Lesson Plans, Classroom Walk Throughs | 5/26/2017 monthly |
| G2.B1.S1.MA1 M325463 | Administration will monitor student achievement data | Ford-Harris, Monica | 9/1/2016 | Standards-based common assessment scores will increase over time | 5/26/2017 monthly |
| G2.B1.S1.A2 A314509 | Teachers will develop and administer math pre assessments for each math unit | Cothran, Laurie | 9/1/2016 | Math groups will change in planbook with each new unit | 5/26/2017 biweekly |
| G1.B1.S2.MA1 M325460 | Administration will conduct walk through observations | Ford-Harris, Monica | 8/30/2016 | Walk through summary of responses related to Domain 1 and Domain 3 | 5/26/2017 monthly |
| G1.B1.S2.MA1 M325461 | Administration will review lesson plans to ensure thoroughness of planned activities and lessons | Ford-Harris, Monica | 9/1/2016 | Lesson plans will include quality questioning strategies and the use of Thinking Maps | 5/26/2017 weekly |
| G1.B1.S2.A1 A314507 | Teachers will collaborate with their grade level or content area for planning ideas and strategies | Ford-Harris, Monica | 9/1/2016 | Discussions within Google Classroom | 5/26/2017 monthly |
| G2.B1.S1.MA1 M325464 | Administration will review planbook.com and data notebooks | Ford-Harris, Monica | 9/1/2016 | Varied instructional groupings and deliberate plans will be evident within planbook, while data notebooks and grade books will contain the evidence leading to these decisions. | 5/29/2017 monthly |
| G2.B1.S1.A3 A314510 | Teachers will create flexible groupings of students and meet with each group to reteach or... | Cothran, Laurie | 8/8/2016 | Reporting Form on Google Classroom, lesson plans, classroom walkthroughs | 5/29/2017 daily |

# V. Professional Development Opportunities

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

**G1.** If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and writing, it will lead to increased achievement in all content areas.

**G1.B1** Lack of training for our mostly young faculty to effectively plan and deliver lessons.

**G1.B1.S1** Assist teachers with effective planning and instructional strategies

### PD Opportunity 1

Grade level teams will collaborate and plan together at least twice a week. During their weekly planning meetings, grade levels will identify appropriate tools related to each content area to utilize within their classrooms, followed by a discussion about the application of each tool.

**Facilitator**

Designated Grade Level representative

**Participants**

Grade level teams

**Schedule**

Monthly, from 8/29/2016 to 5/26/2017

**G1.B1.S2** Plan for both Whole Group and Small Group instruction in all content areas

### PD Opportunity 1

Teachers will collaborate with their grade level or content area for planning ideas and strategies

**Facilitator**

Harris/Cothran

**Participants**

Teachers

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

**G2.** If all teachers utilize data, monitor student progress to enrich or reteach students in small groups, and effectively plan for rigorous bell to bell instruction, maintaining proficiency and achieving learning gains will be a result.

**G2.B1** Teachers have a lack of knowledge for how to effectively plan differentiated activities for the varied learners in their classroom.

**G2.B1.S1** Teachers will utilize standards-based common assessments in math and reading to accurately group students within the classroom and deliberately plan for student needs.

### PD Opportunity 1

Teachers will be trained on the utilization of STAR for reading groupings

#### Facilitator

Tiffany Rose

#### Participants

All teachers K-5

#### Schedule

On 9/3/2016

## 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 | Grade level teams will collaborate and plan together at least twice a week. During their weekly planning meetings, grade levels will identify appropriate tools related to each content area to utilize within their classrooms, followed by a discussion about the application of each tool. | | | | $4,375.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 120-Classroom Teachers | 0381 - Navy Point Elementary School | Title I, Part A | | $4,375.00 |
| | | | Notes: Thinking Maps Resource binders for each teacher that attended training. ($125.00 x 35 = $4375) | | | |
| 2 | G1.B1.S2.A1 | Teachers will collaborate with their grade level or content area for planning ideas and strategies | | | | $0.00 |
| 3 | G2.B1.S1.A1 | Teachers will be trained on the utilization of STAR for reading groupings | | | | $0.00 |
| 4 | G2.B1.S1.A2 | Teachers will develop and administer math pre assessments for each math unit | | | | $0.00 |
| 5 | G2.B1.S1.A3 | Teachers will create flexible groupings of students and meet with each group to reteach or reinforce skills every day for struggling and middle achieving students and enrich high performing students at least twice a week. | | | | $0.00 |
| | | | | | Total: | $4,375.00 |