Ramona Boulevard Elementary School

2016-17 Schoolwide Improvement Plan

Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

http://www.duvalschools.org/ramona

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	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	78%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Ramona Boulevard Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	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.

It is our mission to establish an environment that addresses and promotes the needs of the whole child. This environment will provide exciting opportunities for all student, staff members, parents and community members to experience success. Students will learn the importance of working together to solve problems and reach common goals. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. It is through their efforts as students of Ramona, that they learn, grow and ultimately come to see themselves as worthwhile, capable individuals with unlimited potential.

b. Provide the school's vision statement.

We believe all students at Ramona will become productive citizens by receiving a solid foundation in reading, writing and mathematics as well as by observing positive role modeling from the entire staff.

2. School Environment

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

Relationships are a big part of our school climate. Respect and self-esteem is at the heart of every classroom interaction. Teachers listen to children and encourage them to listen to others. Teachers help children understand classroom expectations. They give assignments that allow students to share their experiences and
interests. Teachers encourage classroom discussions that let students be the center of attention. They use a
discipline system that works. Teachers redirect children when they engage in challenging behavior. They engage in one-to-one interactions with children and attend extracurricular activities featuring our students.Students are greeted with a friendly face each morning and there are adults on each corner waiting to assist students and parents. Family events are held each month to welcome parents and students.

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

School safety is a key priority for Ramona Boulevard Elementary. It is essential for our school to be a safe, healthy, respectful, and supportive environment in which students can learn, teachers can teach, and employees can work to provide students with the opportunities to gain high levels of academic achievement. Our foundations committee meets monthly to review our school-wide discipline plan. Our school-wide discipline plan includes, effective academic support, social skills being taught in every classroom, positive and proactive discipline, active supervision and monitoring, positive reinforcement systems and effective classroom management. Our efforts to address safety are positive, proactive, and collaborative with a strong focus on prevention and intervention.

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.

Ramona school-wide discipline plan follows the foundations model. We have established a school-wide behavior Management and Incentive Matrix that's followed by each adult in our building. The Matrix lists expected classroom behaviors with incentives and rewards when the behaviors are met. The matrix also includes intensity 1(annoying), 2(disruptive), and 3(defiant) offenses with corrective responses and consequences. Each adult follows and implements the Matrix for offenses within specified parameters and the District universal referral is used when the offenses exceed the schools Matrix. Our Matrix is a positive, proactive, and instructional way of dealing with misbehavior. .

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 social-emotional needs of all students are being met through strategies that promote a school environment that support the positive development of all students–socially, emotionally, and academically. These strategies
include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention RTI).
Students who are referred to the office for discipline are discussed daily with administration and the school's guidance counselor. Discussions could possibly lead to interventions by either the counselor or classroom teacher. Students needing services beyond the scope of the school's counselor are referred to James Weldon full service. Full Service is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free such as behavioral help for children, individual counseling, mentoring, parenting help, case management, and medical/health service.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Medical or mental diagnosis that affects student performance in academics or behavior

Bottom quartile students on quraterly assessments in English Language Arts or mathematics

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	15	15	11	11	12	15	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	4	5	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	5	7	4	16	0	0	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	16	6	26	0	0	0	0	0	0	0	48

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	1	2	2	4	0	0	0	0	0	0	0	0	0	9

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

Interventions

Attendance below 90 percent- School counselor will do daily attendance checks with students or teachers. If student is not present and it is an unexcused absence a phone call home will be made. If student isn't in school for three consecutive days and no contact has been made with the parent, a home visit will be made. Also in conjunction with the attendance checks, monthly attendance meetings will be held with parents of students that have 5 or more absences in one month or 10 or more absences in 3 months.

One or more suspensions- The teacher and school counselor will evaluate student behavior to create interventions to correct student behavior. When interventions are in place the school counselor will check in weekly with the student to touch base on their behavior. Monthly Meetings will be held with the RTI team to evaluate student behavior and to evaluate interventions that are in place.

Course Failure- Teacher will provide interventions with students at the tier 2 level, small group, tier 3, one on one, and in academics based on their RTI data. Teacher will meet with the RTI team once a month to evaluate student performance and interventions. Based on the data interventions or level of RTI may change.

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?
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/321343.

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.

Ramona Blvd Elementary believes that to have a true partnership each entity must provide a service or benefit to the other. It is for this reason that we have the Ramona Blvd Business Partnership & Promotional Opportunities which we provide to everyone who partners with our school.

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
Demps, Deitra	Principal
Perry, Danielle	Instructional Coach
Klein, Meagan	Teacher, K-12
Menendez, Ellen	Teacher, K-12
Bigelow, Cara	Teacher, ESE
Blackwell, Ruth	School Counselor
Clervaux, Constance	Teacher, ESE
Allen, Lindsay	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 encompasses the Principal, Assistant Principal, Reading Coach, and Guidance Counselor. Each member is responsible for the implementation, fidelity and accountability of their assigned content areas or domains. The principal serves as the instructional leader, talent manager and community liaison that oversees each content area and domain for accountability and makes necessary adjustments when needed. The assistant principal's provide support for the daily operations of the school and instructional leadership within Science content and Math content. Our Reading Coach is responsible for Reading content in grades K-5. Our Guidance Counselor supports our Response to intervention plan and implementation which includes Early Warning Signs interventions. Each member serves as a voice for the group they represent and engages monthly with students, staff, and community. The Team meets bi-weekly to discuss academic data, curriculum implementation, talent management, professional development implementation and needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team meets monthly to analyze data and discuss the success of intervention programs that have been implemented with students at risk (two to three years below). If intervention is not proving successful with a student, the team coordinates to implement another intervention strategy or perhaps change the level of support a student is receiving within the classroom by adding an additional tier.

The school guidance counselor and intervention specialist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The reading coach supports the team by gathering and analyzing literacy data. She will also assist in providing the classroom teacher with additional literacy intervention strategies. The ESE teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team determines may be beneficial to the student's success. The administrator's role is to make sure that intervention strategies are implemented with fidelity as well as provide time and space for meetings.

Title II: Continue to purchase small equipment to support classroom instruction.

Supplemental Academic Instruction (SAI): We will use our SAI funds to fund tutors to assist with reading and math instruction in the intermediate grades.

Violence Prevention Programs: We will continue to use the Second Step Violence Prevention Program along with CHAMPs and Foundations. Bullying prevention materials have been purchased to assist in the development of lessons for students in grades K-5 to be delivered by our school guidance counselor during bi-weekly classroom guidance lessons.

Nutrition Programs: Ramona Boulevard Elementary participates in the Community Eligibility Option (CEO) program which is an alternative to the traditional National School Lunch Program (NSLP) in that it allows schools with high numbers of low-income children to serve free breakfast and free lunch to all students without collecting school meal applications.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Deitra Demps	Principal
Carlos Shiloh	Parent
Lindsay Allen	Education Support Employee
Crystal Green	Parent
George Maanu	Parent
LeVedra Davis	Parent
Genetta Smith	Education Support Employee
Donalee Nobles	Teacher
Virginia Heatley	Parent
Mozetta Shiloh	Parent
Elaine McKenzy	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

Each year the SAC committee meets in October to evaluate and review this years School Improvement plan. The committee evaluates the results and plan next steps. Below are the suggestions from this year's evaluation of last years School Improvement Plan.

•Evaluation of Results – The committee agreed with the strategies and events used thus far. Attendance sheets and test data shows a progression that the committee supported. However, the committee will meet during October SAC meeting to discuss the school data and whether the professional development provided to teachers positively affected student achievement. Sign in sheets for each event will be analyzed for at least 40% population participation. Events that met the stated criteria will continue in the next year however, others will be addressed for effectiveness or elimination. The committee will set the following year's activities and events that were proven successful for the next academic school year.
• Next Steps –Where do we go from here?
To ensure that Ramona Boulevard Elementary School increases student achievement and meet the goals and objectives of our School Improvement Plan, we will continue to focus on strategies as outlined above. In addition, suggestions from our stakeholders (parents, business partners, community and faith based organizations, faculty and staff members) will be utilized to further enhance our academic programs and build community support for the students of Ramona Boulevard Elementary School. The results/suggestions are as follows:

Please continue the following:
1. Tutoring for low performing students
2. Small Group/Differentiated Instruction
3. Hands-on activities
4. 90 minute reading block (uninterrupted)
5. FSA celebration to reward students
6. Grade Level Parent Conference Day/Nights
7. Incentive programs
8. Parent Resource Room

Please implement the following suggestions:
1. Enrichment Groups for High Performing Students
2. FSA Parent Night

b. Development of this school improvement plan

The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending and 5) evaluating.

The SAC reviewed the school report card and provided input about areas of focus for the school improvement plan. The SAC committee determined that reading and writing should be our focus both during core instruction and during the extended hour we have each day.

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

The SAC committee reviews the schools allocation and discussion on excess funds are discussed and planned with the Principal.

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

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
Perry, Danielle	Instructional Coach
Menendez, Ellen	Teacher, K-12
Demps, Deitra	Principal
Clervaux, Constance	Teacher, ESE
Bigelow, Cara	Teacher, ESE
Klein, Meagan	Teacher, K-12
Rothermel, Cara	Teacher, K-12

b. Duties

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

Reading and writing across the curriculum/in all content areas is the mission of the school's LLT. The Literacy Leadership Team will meet quarterly with the most current data and problem solve ways to meet the needs of the students at the individual, class and school levels. The team will also brainstorm ways to provide enrichment to activities for all students throughout the school year. Model classrooms will be established by the TEAM and used for professional development needs. Community involvement activities will also be planned to bridge the gap between home and school literacy.

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.

Collaboration and planning is encouraged and fostered by school administration. Teacher schedules are designed to ensure academic core content time is uninterrupted. Also, schedules have been aligned to ensure that grade level teachers have 45 minutes of collaboration and professional development four times a week. The entire faculty will engage in activities and discussions related to the school's mission, vision, and core values.

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

DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issues that the teacher may need to address.

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

Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Educator training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading and math coaches, guidance counselor and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

During the first forty-five days of school, school administration will conduct a formal evaluation. Data from the evaluation will be utilized to create Individualized Professional Development Plans for the new teachers.

Administrators will be reviewing data following each progress monitoring period; however, through observation (formal and informal) an administrator may identify a need for an intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with Instructional Coaches; assignment to a mentor teacher; or assigned to ongoing professional development provided by the district.

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.

Ramona Boulevard Elementary uses the district mandated instructional materials and programs which are aligned to the Florida State standards. Effective instruction begins with effective lesson planning, which entails unpacking the Florida standards to determine what students need to know and be able to master each standard required. Students will be exposed to a variety of high quality formative and interim assessment tools that are aligned with both the state standards and the

curriculum materials teachers use in the classroom every day. District technology programs such as i-Ready and Achieve 3000 assess students through a diagnostic to obtain the deficiencies students may have. Once the deficiencies have been obtained, the program assigns lessons to scaffold their learning through the vertical alignment of the Florida standards to fill in academic gaps.

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.

Ramona uses data from our Blended learning and Tier III curriculum (i Ready, Achieve 3000 and Barton) to provide and differentiated instruction to meet the diverse needs of students through a collection of data points such as informal (exit tickets, journal checks, conferencing with students), formal assessments (teacher made tests, district assessments, module assessments), and review of student work. These data points guide our next steps in instruction by providing explicit information on the specific needs of our students. Once we collect and disaggregate the data additional instructional next steps can be created to assist the student with making academic gains. The disaggregated data collected guides our differentiated centers in Language Arts and Mathematics.

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: 10,800

Teachers create lesson plans to provide instruction based on the most recent data analysis that includes Module/mid-Module assessments and science Progress Monitoring assessments. In addition, students utilize the Blended Learning programs (Achieve 3000, iReady and PENDA).

Strategy Rationale

Targeted assistance based on data analysis will assist with skills deficit remediation and increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Demps, Deitra, dempsd@duvalschools.org

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

Achieve 3000, iReady Data, PENDA data and mid-module/end of module assessments

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.

Kindergarten students and their families will meet with school administration during the enrollment process to acclimate them to the vision and mission of our school. During this initial meeting, student placement is discussed to ensure the best teacher placement for the student.

During the spring before enrollment, local preschool children visited Ramona and take a tour of the school with their preschool teachers.

During the week of pre-planning, kindergarten students and their families were invited to come to school to meet their teacher and visit their classroom before the first day of 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. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers provide data-driven/high quality instruction on on a daily basis and embed engagement strategies throughout the lessons, then academic achievement will increase in all content areas.

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 teachers provide data-driven/high quality instruction on on a daily basis and embed engagement strategies throughout the lessons, then academic achievement will increase in all content areas. 1a

🔍 G086936

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	60.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	61.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers do not properly unpack lessons in order to provide seamless and differentiated instruction to students.

- Teachers do not have a clear understanding of student engagement.

- Teachers have limited understanding of student ownership

- Student misbehavior has a negative impact on student achievement and the learning environment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Reads and Duval Math

- i-Ready

- Achieve 3000

- DAR/TTS

- Leveled Literacy Intervention

- Pearson Science

- Guided Reading Houghton Mifflin Leveled Readers

- Reading Coach

- 3-5 Interventionist

Plan to Monitor Progress Toward G1. 8

Will conduct small data meeting with teachers to analyze Module assessments, I-Ready data and Achieve 3000 Data to ensure student achievement is being made.

Person Responsible
Lindsay Allen

Schedule
Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion
Module Assessment, I-Ready data, Achieve Data, Coaches Data boards will reflect

Plan to Monitor Progress Toward G1. 8

I-Ready data, Achieve 3000 data, and Barton data to insure tier instruction implementation.

Person Responsible
Danielle Perry

Schedule
Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion
Administration will provide classroom walk through forms that indicate next steps for teacher while Coaches provide the same level of support.

Plan to Monitor Progress Toward G1. 8

Tier 3 progress monitoring and curriculum tracking by interventionist and coaches.

Person Responsible
Danielle Perry

Schedule
Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion
RTI documentation and meeting dates of RTI meetings

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 teachers provide data-driven/high quality instruction on on a daily basis and embed engagement strategies throughout the lessons, then academic achievement will increase in all content areas. 1

🔑 G086936

G1.B1 Teachers do not properly unpack lessons in order to provide seamless and differentiated instruction to students. 2

🔑 B231084

G1.B1.S1 Teachers will be provided differentiated resources for tiered instruction. 4

🔑 S243806

Strategy Rationale

If teachers are provided differentiated resources and are trained on how to use them with fidelity, then the quality of teacher instruction will increase.

Action Step 1 5

Provide professional development focused on unpacking lessons/learning targets via Common Planning and Early Release.

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Professional Development Agendas and Teacher Lessons

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

Review lesson planning and implementation

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Lesson plans, mid-module, module assessment data, student work

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

Review lesson plans and coaches' logs

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Professional Development Agenda, Coaches Logs

G1.B2 Teachers do not have a clear understanding of student engagement. 2

🔑 B231085

G1.B2.S1 Teachers will receive professional development that explicitly explains student engagement and its impact on student achievement. 4

🔑 S243807

Strategy Rationale

If teachers understand student engagement and recognize how to embed strategies, then students will begin to be actively engaged in the work and take ownership.

Action Step 1 5

Instructional Coach and administration will provide professional development that affords teachers the opportunity to have visual examples of effective student engagement.

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments, student work, teacher collected data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration and Instructional coaches will monitor for fidelity of implementation through observation of instructional delivery

Person Responsible

Deitra Demps

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, mid-module/module assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional coaches will monitor data chats, student work, progress monitoring of I-Ready, performance tasks, and mid-module/module assessments for effectiveness.

Person Responsible

Danielle Perry

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.

G1.B3 Teachers have limited understanding of student ownership [2]

🔑 B231086

G1.B3.S1 Teachers will receive frequent side-by-side in-class coaching support to implement the tier 1 and tier 2 instruction which will include careful observation and data collection of student learning. [4]

🔑 S243808

Strategy Rationale

By implementing coaching cycles in tier 1 and tier 2 instruction, rigor in instruction and observation of student learning will increase.

Action Step 1 [5]

Coaching cycles will be implemented.

Person Responsible

Lindsay Allen

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Student discussions and work will be analyzed to determine effectiveness of instructional delivery and teacher-collected data.

Action Step 2 [5]

Faculty and Staff Training on Discipline plan 1, 2, 3 MAGIC

Person Responsible

Meagan Klein

Schedule

Monthly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Training sign in sheets, and administration observation forms and feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Informal and formal observations will be conducted to ensure tier 1 instruction is being implemented with fidelity,

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk-through feedback forms, informal and formal observation forms, and student data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data chats with teachers about informal and formal assessment data will be conducted.

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

formal and formal student assessment data

G1.B4 Student misbehavior has a negative impact on student achievement and the learning environment 2

🔍 B231087

G1.B4.S1 School-wide positive behavior system is in place that focuses on following the behavior matrix for level 1 and level 2 behaviors. 4

🔍 S243810

Strategy Rationale

Positive Behavior Interventions & Supports will decrease student misbehavior and replace it with the appropriate behavior.

Action Step 1 5

Positive Behavior Interventions & Supports will be implemented during Early Release Trainings

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Focus System will be used to track and reward student behaviors.

Action Step 2 5

Coaching Learning Cycle on Behavior Management

Person Responsible

Deitra Demps

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Coaching log and observational feedback forms

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Early Release Professional Development focusing on Positive behavior reinforcement

Person Responsible

Lindsay Allen

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Decrease in referrals written. Increase in positive incentives.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Shifts in student behavior due to interventions that are in place.

Person Responsible

Deitra Demps

Schedule

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

Evidence of Completion

Tracking of referrals through DCPS Focus program inputted by Faculty and staff. (Lindsay Allen will coordinate)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M327176	Will conduct small data meeting with teachers to analyze Module assessments, I-Ready data and...	Allen, Lindsay	9/14/2016	Module Assessment, I-Ready data, Achieve Data, Coaches Data boards will reflect	6/2/2017 biweekly
G1.MA2 🔍 M327177	I-Ready data, Achieve 3000 data, and Barton data to insure tier instruction implementation.	Perry, Danielle	9/14/2016	Administration will provide classroom walk through forms that indicate next steps for teacher while Coaches provide the same level of support.	6/2/2017 biweekly
G1.MA3 🔍 M327178	Tier 3 progress monitoring and curriculum tracking by interventionist and coaches.	Perry, Danielle	9/14/2016	RTI documentation and meeting dates of RTI meetings	6/2/2017 biweekly
G1.B1.S1.MA1 🔍 M327168	Review lesson plans and coaches' logs	Demps, Deitra	9/14/2016	Professional Development Agenda, Coaches Logs	6/2/2017 biweekly
G1.B1.S1.MA1 🔍 M327169	Review lesson planning and implementation	Demps, Deitra	9/14/2016	Lesson plans, mid-module, module assessment data, student work	6/2/2017 biweekly
G1.B1.S1.A1 🔍 A315483	Provide professional development focused on unpacking lessons/learning targets via Common Planning...	Demps, Deitra	9/14/2016	Professional Development Agendas and Teacher Lessons	6/2/2017 biweekly
G1.B2.S1.MA1 🔍 M327170	Instructional coaches will monitor data chats, student work, progress monitoring of I-Ready,...	Perry, Danielle	9/14/2016	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments.	6/2/2017 biweekly
G1.B2.S1.MA1 🔍 M327171	Administration and Instructional coaches will monitor for fidelity of implementation through...	Demps, Deitra	9/14/2016	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, mid-module/module assessments.	6/2/2017 weekly
G1.B2.S1.A1 🔍 A315484	Instructional Coach and administration will provide professional development that affords teachers...	Demps, Deitra	9/28/2016	Administration, Instructional Coaches, and teachers will collect, analyze, and interpret performance tasks, module assessments, student work, teacher collected data.	6/2/2017 biweekly
G1.B3.S1.MA1 🔍 M327172	Data chats with teachers about informal and formal assessment data will be conducted.	Demps, Deitra	9/28/2016	formal and formal student assessment data	6/2/2017 biweekly
G1.B3.S1.MA1 🔍 M327173	Informal and formal observations will be conducted to ensure tier 1 instruction is being...	Demps, Deitra	9/12/2016	Walk-through feedback forms, informal and formal observation forms, and student data	6/2/2017 biweekly
G1.B3.S1.A1 🔍 A315485	Coaching cycles will be implemented.	Allen, Lindsay	9/13/2016	Student discussions and work will be analyzed to determine effectiveness of instructional delivery and teacher-collected data.	6/2/2017 biweekly
G1.B3.S1.A2 🔍 A315486	Faculty and Staff Training on Discipline plan 1, 2, 3 MAGIC	Klein, Meagan	9/28/2016	Training sign in sheets, and administration observation forms and feedback	6/2/2017 monthly
G1.B4.S1.MA1 🔍 M327174	Shifts in student behavior due to interventions that are in place.	Demps, Deitra	8/22/2016	Tracking of referrals through DCPS Focus program inputted by Faculty and staff. (Lindsay Allen will coordinate)	6/2/2017 biweekly
G1.B4.S1.MA1 🔍 M327175	Early Release Professional Development focusing on Positive behavior reinforcement	Allen, Lindsay	9/28/2016	Decrease in referrals written. Increase in positive incentives.	6/2/2017 biweekly
G1.B4.S1.A1 🔍 A315487	Positive Behavior Interventions & Supports will be implemented during Early Release Trainings	Demps, Deitra	9/14/2016	Focus System will be used to track and reward student behaviors.	6/2/2017 biweekly
G1.B4.S1.A2 🔍 A315488	Coaching Learning Cycle on Behavior Management	Demps, Deitra	9/28/2016	Coaching log and observational feedback forms	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If teachers provide data-driven/high quality instruction on on a daily basis and embed engagement strategies throughout the lessons, then academic achievement will increase in all content areas.

G1.B1 Teachers do not properly unpack lessons in order to provide seamless and differentiated instruction to students.

G1.B1.S1 Teachers will be provided differentiated resources for tiered instruction.

PD Opportunity 1

Provide professional development focused on unpacking lessons/learning targets via Common Planning and Early Release.

Facilitator

Danielle Perry

Participants

K-5 teachers

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

G1.B2 Teachers do not have a clear understanding of student engagement.

G1.B2.S1 Teachers will receive professional development that explicitly explains student engagement and its impact on student achievement.

PD Opportunity 1

Instructional Coach and administration will provide professional development that affords teachers the opportunity to have visual examples of effective student engagement.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

G1.B3 Teachers have limited understanding of student ownership

G1.B3.S1 Teachers will receive frequent side-by-side in-class coaching support to implement the tier 1 and tier 2 instruction which will include careful observation and data collection of student learning.

PD Opportunity 1

Coaching cycles will be implemented.

Facilitator

Instructional coaches

Participants

classroom teachers

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

PD Opportunity 2

Faculty and Staff Training on Discipline plan 1, 2, 3 MAGIC

Facilitator

Lindsay Allen

Participants

All Faculty and Staff

Schedule

Monthly, from 9/28/2016 to 6/2/2017

G1.B4 Student misbehavior has a negative impact on student achievement and the learning environment

G1.B4.S1 School-wide positive behavior system is in place that focuses on following the behavior matrix for level 1 and level 2 behaviors.

PD Opportunity 1

Positive Behavior Interventions & Supports will be implemented during Early Release Trainings

Facilitator

Lindsay Allen

Participants

All instructional and non instructional staff

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

PD Opportunity 2

Coaching Learning Cycle on Behavior Management

Facilitator

Lindsay Allen

Participants

Classroom Teachers

Schedule

Biweekly, from 9/28/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development focused on unpacking lessons/learning targets via Common Planning and Early Release.	$0.00
2	G1.B2.S1.A1	Instructional Coach and administration will provide professional development that affords teachers the opportunity to have visual examples of effective student engagement.	$0.00
3	G1.B3.S1.A1	Coaching cycles will be implemented.	$0.00
4	G1.B3.S1.A2	Faculty and Staff Training on Discipline plan 1, 2, 3 MAGIC	$0.00
5	G1.B4.S1.A1	Positive Behavior Interventions & Supports will be implemented during Early Release Trainings	$0.00
6	G1.B4.S1.A2	Coaching Learning Cycle on Behavior Management	$0.00
		Total:	$0.00