

Duval County Public Schools

Susie E. Tolbert Elementary School



2016-17 Schoolwide Improvement Plan

Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

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 3-5	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	95%

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 Susie E. Tolbert 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.

At Susie E. Tolbert Elementary School, we will provide meaningful learning experiences where every student will reach academic excellence in every class... everyday.

b. Provide the school's vision statement.

Every student at Susie E. Tolbert Elementary will be inspired and prepared for success in college or a career, and life.

2. School Environment

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

Susie E. Tolbert Elementary works hard to remove the cultural biases and make teachers and students more culturally sensitive to student education and personality development. Students today are a part of an increasingly globalized world where cross-cultural awareness has become necessary. Annually, teachers and staff host a meet and greet opportunity for parents and students to initiate a collaborative relationships prior to the first day of school. Throughout the school year, parent and community involvement activities and events will take place to learn and share information.

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

The faculty and staff of Susie E. Tolbert Elementary establishes a culture of inclusion and respect that welcomes all students. The school utilizes Positive Behavior Interventions and Supports, like Hero K-12, that reward students when they show thoughtfulness and respect for peers, adults and the school.

School-wide expectations are set, taught and reiterated throughout the school year regarding behavioral expectations in the common areas and assemblies are held to discuss appropriate behaviors in and outside of the classroom.

The school makes sure that students interact safely. The faculty and staff monitor bullying in and around the building. Tolbert Elementary enlists the help of all school staff that can keep an eye out for bullying. The staff also helps set the tone at the school. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion.

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.

Susie E. Tolbert follows CHAMPs rituals and routines. We are currently formulating a PBIS with the members of the leadership team as well as other teachers. At the school level, we utilize the Hero K-12 Program. Hero is a positive behavioral support system overseen by the adults in the building and given out to individual students. It is an academic support system that motivates are students to be fully engaged and reach their goals. The Foundations team meets to address school-wide behavioral issues and brainstorm ways to respond to issues as they arise. School faculty, staff and teachers are trained on school-wide expectations and how students earn hero points.

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 school ensures the socio-emotional needs of all students in a variety of ways that vary from student to student. Teachers make guidance referrals to our School Counselor when student needs arise. The school strives to reach every students' needs through implementation of guidance lessons, positive referrals, incentives, mentoring, character building, lessons on bullying and Safety Matters (child abuse prevention), school wide. School Counselor documents and follows up with every student concern to ensure students are receiving every service possible.

Students and families who have needs beyond the school's realm of expertise are usually referred to the Full Service program that provides parents who have limited resources and skills with the much needed support. Support is given for behavioral management, psychological services, mental health services and resources, as well as parenting skills and transportation to appointment and meetings.

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.

Teachers monitor accurate attendance daily through FOCUS and a follow up is made with the parent after 2 or more absences or tardies. After 3 absences or tardies they are referred to the School Counselor for an AIT meeting.

Attendance below 90 percent would impede any students ability to learn new material and absorb information thus increases behavior problems and increases suspensions.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	9	3	6	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	9	7	28	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	19	8	17	0	0	0	0	0	0	0	44

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	17	2	8	0	0	0	0	0	0	0	27

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

Students receiving two or more early warning indicators are identified by the leadership team and teachers. Students then receive interventions based on the needs anticipated.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis,

intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Interventions being utilized include i-Ready online, teacher made centers from Investigation games, leveled readers, Trial Teaching Strategies (DAR Support) FCRR Activities, Achieve 3000, and Houghton Mifflin Leveled text for teacher led groups.

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 available at the school site.

2. Description

Susie E. Tolbert Elementary believes strongly in building relationships with families and other stakeholders. The school builds relationships through surveying parents to determine needs, interest and ideas.

The school communicates frequently with parents about curriculum, classroom expectations, and ways parents can become involved. The school conveys that it is a welcoming, caring place that ensures visitors are greeted by welcoming signs and responsive staff.

The school creates a feeling of community where parents feel that they are part of the school community, as they are kept aware of school events and other important school information. Parents are clear about the school's curriculum, assessments, achievement levels, and reporting methods. Parents receive regular information about how to support their children succeed in school. They have the information they need to help their children thrive and achieve. Relationships are developed to share information and strategies, everyone feels connected to the school community.

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.

Susie E. Tolbert Elementary builds and sustains partnerships with the community by reaching out to the local community and various agencies through phone calls, face-to-face meetings, letters and/or emails. The school's partnerships are involved in developing positive an proactive relationships with teachers, staff, parents and administrators. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs, gifts for the holidays and/or housing services. We diligently seek support services in our immediate community so that the parents are aware of locations and service that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation.

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
Williams Scott, Andrea	Principal
Howard, Judy	Assistant Principal
Hodge, Tomia	Instructional Coach
Taylor, LaShanda	Teacher, K-12
Goins , Alisha	Teacher, K-12
McRae , April McRae	Teacher, K-12

b. Duties

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

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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 MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;

- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Andrea Williams-Scott	Principal
Gwendolyn Tucker	Education Support Employee
Jeremy Green	Parent
Dwyane Howard	Business/Community
Debra Wolfe	Teacher
Rose Wallace	Education Support Employee
Gerald Cook	Business/Community
Tasha Malprice	Parent
Barbara Burt	Business/Community

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 member receives a copy of the SIP from the previous year, along with the school's data. After discussing the needs assessment, the members are asked for input based on what is presented from the development of the SIP by administration, faculty and staff. Discussion is held as to the resources, tools and personnel that are in place to increase or maintain our school proficiency level.

b. Development of this school improvement plan

To assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),

The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

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

The annual budget is based on the needs of the SIP and what is allotted from the state.

The school's budget for the rising school year is shared with the SAC at the last meeting in May. In

September, it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

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
Williams Scott, Andrea	Principal
Howard, Judy	Assistant Principal
Hodge, Tomia	Instructional Coach
McRae , April McRae	Teacher, K-12
Goins , Alisha	Teacher, K-12

b. Duties

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

The LLT will work with all stakeholders to move our first quartile students. They will also mentor students who have been identified as at-risk students. The team reviews student data(at the state, district, and classroom level) and communicates ideas and/or makes decisions about curriculum practices in reading and writing school wide and/or at grade level.

Literacy Leadership Team initiatives include, but are not limited to:

1. Florida State Common Core Standards
2. Achieve 3000
3. iReady Reading
4. Million Word Campaign
5. Celebrate Literacy Week
6. Increase opportunities to read more through use of informational text and novels

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.

Susie E. Tolbert Elementary implements weekly Common Planning Meetings with administration and instructional coaches which gives teachers the opportunity to work together and collaborate and receive regular professional development opportunities. Teachers also have additional daily common planning time which gives teachers opportunities for common planning time and collaboration with their colleagues. When needed, academic support from school-based coaches is available.

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

Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development).

- Principal, Assistant Principal, Coaches, Teacher Leaders

Establishment of model classrooms for on-site PD for all teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

Ongoing mentorship at the school level by CET trained teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

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

All mentoring teachers must be CET Trained in addition to successfully completing the Teacher, Math and/or Reading Academy. The mentor teachers must have at least 3 years of successful teaching experience and ratings of effective or highly effective. The pairings are made based upon content areas of expertise. The purpose of this partnership is to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise.

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.

Susie E. Tolbert Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Infuse writing into all content areas.
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL

- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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.

At Susie E. Tolbert Elementary teachers, coaches, interventionist and administration analyze, track and monitor student performance data to plan for differentiated instruction with each core subject area instructional blocks.

Students are provided intensive support by the teacher and interventionist based on triangulated data sources such as iReady, DAR, District Baseline Assessments, Achieve 3000, teacher made assessments, Math Investigations assessments and teacher observation. Students are progressed monitored monthly by

using the available web-based programs and DAR TTS lessons as needed. Teachers target specific standards and skills that are not proficient and need to be addressed intensively through small group center rotations and activities that strategically align with the data sources using a variety of resources as well as the district's curriculum/resources. iReady lessons are used to differentiate instruction for reading and math that specifically meets the needs of each student based on their performance of non-proficient skills. Beginning this year, students that have been identified by various assessments may also receive intensive support from the reading interventionist using Leveled Literacy Intervention, the Barton System, and other resources. If students are still demonstrating difficulties at attaining mastery are referred to the Rtl team. Teachers employ a variety of instructional strategies that have proven to be successful in meeting the needs of low-performing students to close the academic achievement gap. Strategies that are engaging and of interest to students yield more positive results. Effective and consistent use of these strategies allows for students to build a repertoire of skills to be used in the future.

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

Cathedral Arts Project's mission is to enrich the quality of education at Susie Tolbert Elementary through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under-served, school-aged children to succeed in all areas of their lives.

Students have the opportunity to join our school's Lego League where they are learning STEAM concepts. It enhances team problem solving skills and promotes critical thinking for advanced students.

Qualified students will also be given an opportunity to join the National Elementary Honor Society.

Strategy Rationale

Students and parents have expressed a desire to enrich the quality of education through extracurricular activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams Scott, Andrea, williamsa7@duvalschools.org

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

Data will be collected through parent and student surveys, assessments, FSA results, and District 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. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If all teachers implement differentiated instruction with fidelity, then student achievement will improve.
- G2.** If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge.

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 implement differentiated instruction with fidelity, then student achievement will improve.

1a

G086940

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	55.5
FSA ELA Achievement	41.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	46.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the knowledge of how to use data to group their students.
- Teachers lack an understanding of what resources are appropriate to use in small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Leadership Team
- Professional Development
- i-Ready Teacher Toolbox

Plan to Monitor Progress Toward G1. 8

Throughout the year student usage and improvement will be monitored.

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

i-Ready, Achieve3000, and FSA Reports

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge. 1a

G086941

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA ELA Achievement	41.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	46.0
FCAT 2.0 Science Proficiency	50.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers limited understanding of the Duval Core Curriculum.
- The underlying attitudes regarding student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology Interests
- Blended Learning Tools
- Duval Core Curriculum
- Support Personnel
- PLC/Common Planning Documents

Plan to Monitor Progress Toward G2. 8

Data chats to discuss progress monitoring for all students.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

Lesson plans, Student Data Reports, Assessments

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 implement differentiated instruction with fidelity, then student achievement will improve. **1**

 G086940

G1.B1 Teachers lack the knowledge of how to use data to group their students. **2**

 B231094

G1.B1.S1 The teachers will participate in data days in which they will use current student data to group their students based on their instructional needs. **4**

 S243818

Strategy Rationale

Data days will allow teachers to receive support/feedback from the leadership team and other grade level teachers they need to effectively implement differentiated groups.

Action Step 1 **5**

After gathering the data, teacher will create small groups with appropriate tasks that meets student needs.

Person Responsible

Andrea Williams Scott

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Differentiated Instructional Plans

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

Teacher Observations and Data Chats

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

Walk-Through Analysis and Next Steps

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

The administration will monitor student improvement in i-Ready, Achieve3000 and FSA.

Person Responsible

Andrea Williams Scott

Schedule


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

Evidence of Completion

i-Ready, Achieve3000, and FSA Student Reports

G1.B2 Teachers lack an understanding of what resources are appropriate to use in small group instruction.

2

 B231095

G1.B2.S1 Provide professional development on how to locate resources that should be used for small group instruction. 4

 S243819

Strategy Rationale

When teachers know which materials should be used with their students in small groups, then they can to plan instruction more effectively.

Action Step 1 5

Teacher will collaborate and find tools and tasks to address the lowest areas of student need.

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

Common Planning Logs and Tasks for Center Rotations

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

Teachers' differentiated plans will be monitored using walk-throughs and data chats.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

Teacher Small-Group Plans and Administration Feedback Forms

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

The effectiveness of the professional development will be monitored through how often teachers are using the tools discussed during their small-group instruction time.

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

Differentiated Plans and Center Activities

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge. 1

G086941

G2.B1 Teachers limited understanding of the Duval Core Curriculum. 2

B231096

G2.B1.S1 Professional development to ensure teachers understand how to unpack standards and align lessons with Item Specifications. 4

S243820

Strategy Rationale

Teachers will become more familiar with the curriculum through the professional development sessions and alignment of instructional strategies.

Action Step 1 5

Instructional Coaches and leadership will facilitate professional development sessions for teachers to understand Duval Core Curriculum and unpacking lesson aligned with Item Specifications and higher level questioning stems.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

ERD and PLC Meeting agendas and notes, professional development notebook, exit tickets, take away activities

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

Grade level collaborative common planning dedicated to unpacking Duval Core Curriculum. Leadership will conduct on-going classroom observations and focus walks to monitor implementation of instructional strategies.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

Meeting Agendas and notes, documentation of coaches log, student work, assessment data, walk through documentation.

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

Increased teacher understanding of Duval Core Curriculum lessons as observed through student work samples, analyzing data and making necessary adjustments with instructional strategies.

Person Responsible

Judy Howard

Schedule

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


Evidence of Completion

Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation

G2.B2 The underlying attitudes regarding student achievement. 2

 B231097

G2.B2.S1 Provide professional development by doing a book study of the Growth Mindset Coach. 4

 S243821

Strategy Rationale

This book study will help change the mindset of both teachers and students as it relates to achievement.

Action Step 1 5

During the book study teacher will discuss each chapter and do the corresponding activities.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

Teacher Notes, Exit Tickets

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

Administration will do classroom walk-through observations to ensure strategies from the book study are being implemented.

Person Responsible

Judy Howard

Schedule

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

Evidence of Completion

Administrative Feedback Forms, Walk-Through Analysis

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

Administration will conduct data chats with teachers to discuss student improvement.

Person Responsible

Judy Howard















Schedule

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

Evidence of Completion

Administration Feedback Forms, Teacher Next Steps

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  M327195	Throughout the year student usage and improvement will be monitored.	Williams Scott, Andrea	8/22/2016	i-Ready, Achieve3000, and FSA Reports	6/2/2017 weekly
G2.MA1  M327200	Data chats to discuss progress monitoring for all students.	Howard, Judy	8/22/2016	Lesson plans, Student Data Reports, Assessments	6/2/2017 monthly
G1.B1.S1.MA1  M327191	The administration will monitor student improvement in i-Ready, Achieve3000 and FSA.	Williams Scott, Andrea	8/22/2016	i-Ready, Achieve3000, and FSA Student Reports	6/2/2017 weekly
G1.B1.S1.MA1  M327192	Teacher Observations and Data Chats	Williams Scott, Andrea	8/22/2016	Walk-Through Analysis and Next Steps	6/2/2017 daily
G1.B1.S1.A1  A315506	After gathering the data, teacher will create small groups with appropriate tasks that meets...	Williams Scott, Andrea	8/22/2016	Differentiated Instructional Plans	6/2/2017 every-6-weeks
G1.B2.S1.MA1  M327193	The effectiveness of the professional development will be monitored through how often teachers are...	Williams Scott, Andrea	8/22/2016	Differentiated Plans and Center Activities	6/2/2017 biweekly
G1.B2.S1.MA1  M327194	Teachers' differentiated plans will be monitored using walk-throughs and data chats.	Howard, Judy	8/22/2016	Teacher Small-Group Plans and Administration Feedback Forms	6/2/2017 weekly
G1.B2.S1.A1  A315507	Teacher will collaborate and find tools and tasks to address the lowest areas of student need.	Williams Scott, Andrea	8/22/2016	Common Planning Logs and Tasks for Center Rotations	6/2/2017 weekly
G2.B1.S1.MA1  M327196	Increased teacher understanding of Duval Core Curriculum lessons as observed through student work...	Howard, Judy	8/22/2016	Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation	6/2/2017 weekly
G2.B1.S1.MA1  M327197	Grade level collaborative common planning dedicated to unpacking Duval Core Curriculum. Leadership...	Howard, Judy	8/22/2016	Meeting Agendas and notes, documentation of coaches log, student work, assessment data, walk through documentation.	6/2/2017 weekly
G2.B1.S1.A1  A315508	Instructional Coaches and leadership will facilitate professional development sessions for teachers...	Howard, Judy	8/22/2016	ERD and PLC Meeting agendas and notes, professional development notebook, exit tickets, take away activities	6/2/2017 weekly
G2.B2.S1.MA1  M327198	Administration will conduct data chats with teachers to discuss student improvement.	Howard, Judy	8/22/2016	Administration Feedback Forms, Teacher Next Steps	6/2/2017 monthly
G2.B2.S1.MA1  M327199	Administration will do classroom walk-through observations to ensure strategies from the book study...	Howard, Judy	8/22/2016	Administrative Feedback Forms, Walk-Through Analysis	6/2/2017 weekly
G2.B2.S1.A1  A315509	During the book study teacher will discuss each chapter and do the corresponding activities.	Howard, Judy	8/22/2016	Teacher Notes, Exit Tickets	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge.

G2.B1 Teachers limited understanding of the Duval Core Curriculum.

G2.B1.S1 Professional development to ensure teachers understand how to unpack standards and align lessons with Item Specifications.

PD Opportunity 1

Instructional Coaches and leadership will facilitate professional development sessions for teachers to understand Duval Core Curriculum and unpacking lesson aligned with Item Specifications and higher level questioning stems.

Facilitator

Instructional Coaches

Participants

Grade level core teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	After gathering the data, teacher will create small groups with appropriate tasks that meets student needs.	\$0.00
2	G1.B2.S1.A1	Teacher will collaborate and find tools and tasks to address the lowest areas of student need.	\$0.00
3	G2.B1.S1.A1	Instructional Coaches and leadership will facilitate professional development sessions for teachers to understand Duval Core Curriculum and unpacking lesson aligned with Item Specifications and higher level questioning stems.	\$0.00
4	G2.B2.S1.A1	During the book study teacher will discuss each chapter and do the corresponding activities.	\$0.00
Total:			\$0.00