

Duval County Public Schools

Thomas Jefferson Elementary



2016-17 Schoolwide Improvement Plan

Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

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

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	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 10/4/2016.

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 Thomas Jefferson Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Thomas Jefferson Elementary is to educate our students in a comfortable environment that promotes high levels of achievement, builds students self-esteem and develops quality work ethics so students may reach their full potential.

b. Provide the school's vision statement.

Thomas Jefferson Elementary is a learning community committed to closing the achievement gap, celebrating diversity, and providing technological experiences to prepare our students to compete in a global society.

2. School Environment

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

Many of our families have attended Thomas Jefferson for generations. Our school is old but filled with charm! The faculty, staff, SAC, and PTA constantly seek ways to make school desirable for students. We want children to enjoy school, not endure it. School spirit abounds at Thomas Jefferson. Teachers build relationships with students through conversation, reward systems, and communication with families.

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

Our school staff recognizes the importance of having each student feel a sense of belonging. Each individual child is important to us. Children with a sense of self-worth, in turn, will value others. Teachers have an assigned area of the school to monitor along with the 5th grade safety patrols before and after school. Character traits are emphasized regularly, which contributes to our respectful environment. Select students in each classroom are recognized bi-monthly for exemplifying the district's character traits for the months.

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.

Our school implements the CHAMPS classroom management system, including voice levels and specific rituals and routines. Teachers partner with one another to provide time-out for students rather than sending them to the office. Each teacher has a behavior management system that includes rewards such as "HERO points" for positive behaviors and consequences for negative behaviors. In the cafeteria and resource classes such as art, music, and PE, classes who earn "Terrific Tiger" certificates for good behavior are rewarded by the classroom teachers as well. PTA hosts a Citizenship party twice a year. Discipline strategies are addressed during shared decision-making meetings when necessary to ensure that teachers have a common understanding of expectations. Code of Conduct assemblies ensure that students hear a common message about behavioral expectations and consequences. Positive Behavioral Interventions and Supports (PBIS) are in place to minimize Code of Conduct infractions.

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.

Teachers build relationships with students and families, which keeps them aware of students' social-emotional needs. When students face emotional challenges beyond what the teachers can thoroughly address, they are referred to the guidance counselor. The guidance counselor talks with the students and communicates with their parents to determine an action plan for addressing the students' needs. The school has a strong anti-bullying focus, which contributes to the physical and emotional safety of our students.

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.

In our school's early warning system students are flagged as at-risk if they exhibit two or more of the following behaviors: more than 10% absences, one or more in or out of school suspensions, low Lexile scores on Achieve 3000 (based on DAR decision tree) and bottom quartile performance on FSA Reading and Math.

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	10	12	10	8	12	13	0	0	0	0	0	0	0	65
One or more suspensions	3	1	2	1	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	3	6	5	3	4	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	6	10	12	0	0	0	0	0	0	0	28

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	4	5	3	11	12	0	0	0	0	0	0	0	35

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

The guidance counselor will have a bi-weekly meeting with students in grades 4 and 5 who scored at the top half of the bottom quartile in FSA. The purpose is to promote confidence and share test-taking strategies during the period leading up to the state assessments.

The guidance counselor leads a Multidisciplinary Referral Team (MRT) team meeting monthly with teachers, parents, and district representatives. The purpose of this meeting is to determine appropriate Tier 3 interventions for students.

The Reading Interventionist and Reading Coach meet weekly with at-risk Reading students in a small group setting.

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?

No

1. PIP Link

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

2. Description

Our school seeks to build relationships with families by communicating through our PTA Facebook page, school website, Connect Duval, SAC meetings, informational fliers, newsletters, student agendas, parent conferences, and progress reports. Additionally, the Thomas Jefferson PTA welcoming committee greets students, parents, and visitors daily at the main entrance of the school. We frequently engage families through activities that include: Boohoo Yahoo Breakfast, Family Night, Fall Festival, Spring Festival, Weed and Feed, Muffins with Moms, and Donuts with Dads, Goodies with Loved Ones, Multiple Intelligences Night, Chorus Concerts, PTA Programs, Talent Show, After-school Dances, Parent Outreach Workshops, Walk/Run Club/Fun Runs, Play Day, Career Day, Book Character dress-up Parade, Green Thumbs, and Reading Celebration. Our school has been designated a 2015-2017 National PTA School of Excellence.

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.

Our process to build and sustain partnerships with businesses involves reaching out to businesses, offering them different levels of sponsorship, and giving them publicity. We have family events at local businesses. We give award coupons to local businesses for honor roll, perfect attendance, and character awards. We have secured multiple vendors for our fall festival. We have signed a Spirit Pump agreement at a local gas station that donates revenue to our school. We host two Girl Scout troops that include students from surrounding schools. Additionally, we partner with the Florida Striders to support our Walk/Run Club. Parents are made aware of the school's business partnerships, thus promoting parent support of the businesses.

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
Turner, Lori	Principal
Gregson, Teresa	Instructional Coach
Reynolds, Chantilyn	Other

b. Duties

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

Instructional coaches and/or Lead Teachers will attend district training and bring information back to the school to share in school-based training. Lead teachers will serve as model classrooms for subject area.

Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team.

The Reading Interventionist will work with students in grades 3-5 that need Tier III interventions, primarily using the Barton Program, Comprehension Toolkit, and other supplemental materials. Guidance will meet with teachers monthly during common planning time to monitor and discuss instructional needs and strategies.

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 with grade level teachers during common planning sessions. Teachers with common grade levels and common subject areas meet weekly to discuss pacing compared to the curriculum guide, results of common assessments, and Florida Standards item specifications. Teachers and Administrators have frequent Data Chats focusing on moving all students to proficiency and focusing on moving students out of the bottom quartile. Monthly PLC Meetings will take place on Early Dismissal Days. Data from teacher-made assessments, Curriculum Guide Assessments, and blended learning resources such as i-Ready and Achieve 3000 are used to monitor the progress of our bottom quartile students.

Resources: End of Module Assessments, Science Progress Monitoring Assessments, FLKRS, iReady Diagnostic, Ready Common Core, Achieve 3000 Level Set, FSA, FCAT 2.0/Science, and DAR results.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lori Turner	Principal
Leslie Keen	Education Support Employee
Timothy Sloan	Parent
Fern Webb	Parent
Jiminda Thompson	Parent
Rebecca Windle	Parent
Patricia McClendon	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

The School Improvement Plan was a recurring agenda item at School Advisory Council meetings last year. The plan was accessible to all members for review. The principal presented a PowerPoint at the

opening meeting and midyear. The presentations summarized the plan and updated SAC on the school's progress based on curriculum guide assessments, i-Ready, and other sources of data.

b. Development of this school improvement plan

The School Improvement Plan is the focal point of SAC meetings. Two representatives from SAC served on the committee that wrote the initial SIP draft. The opportunity for input was made available to the remaining SAC members when a copy of the draft was emailed to them for input. Changes were made to the plan based on the feedback provided by SAC members.

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

At the end of last school year, the SAC committee provided suggestions for ways to utilize funds to more directly impact student growth throughout this year.

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

We spent \$2000 on additional copies for classroom teacher materials, district assessments, and other school needs.

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
Gregson, Teresa	Teacher, K-12
Gallavan, Tracy	Teacher, K-12
Hull, Dina	Teacher, K-12
Junn, Susan	Paraprofessional
Morse, Kimberly	Teacher, K-12
Rhoden, Rebecca	Teacher, K-12
Armstrong, Selina	Teacher, K-12
Santos, Katie	Teacher, K-12
Edwards, Melissa	Teacher, K-12
Jones, Jennifer	Teacher, K-12

b. Duties

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

This year the Literacy Lead Team will serve as models and mentors in the following areas:

- Effective reading instruction through the use of technology
- Inquiry based teaching of reading through the research-based best practices
- Effective use of formative assessment and how to plan instruction based on analyzing assessment

results

- How to meet the needs of students falling within the MTSS Tiers of Tier 2 and Tier 3 through systematic interventions and progress monitoring
- How to plan for interventions and progress monitoring for students who need additional support in Tiers 2 and 3

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.

Lead teachers will attend district training and bring information back to the school to share in schoolbased

training. Lead teachers will serve as model classrooms for subject area.

Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team.

Teachers and Administrators will have Monthly PLC Meetings on Early Dismissal Days.

Resources: Curriculum Guide Assessments (CGAs), FLKRS, iReady, Ready Common Core, FAA, FCAT 2.0/Science, and DAR results.

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

1. Principal will facilitate regular meetings with new teachers to provide guidance in instruction and management, to address their concerns, and to provide support where they perceive they are weak.
2. Professional Development Facilitator will connect teacher mentors to new teachers.
3. Principal and/or Assistant Principal will provide opportunities for new teachers to collaborate with veteran teachers during the work day.
4. Social Committee will host events for faculty and staff to build cohesiveness.

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

Teachers new to their grade levels are paired with effective veteran teachers with a history of high annual performance, student learning gains, and effective peer relationships. This includes teachers returning to the classroom after serving in a different role. Resource teachers who are new to their content area will be assigned a school mentor and are encouraged to collaborate with their colleagues from other schools.

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.

Reading Coach and Math Lead teacher will attend district trainings and bring the information back to the PLC meetings. Lead teachers will serve as model classrooms for subject area teachers to observe.

Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their

grade level. They will take information back to their grade level team.
Teachers and Administrator will have regular Data Chats and Monthly PLC Meetings on Early Dismissal Days

Resources: Curriculum Guide Assessments (CGAs), FLKRS, iReady, Ready Common Core, FAA, FCAT 2.0/Science, and DAR results.

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.

Teachers will analyze the results from classroom and district assessments. The 80/20 rule (if less than

80% show mastery then the benchmark will be retaught during Tier I instruction) will be used to determine if students need Tier I or Tier II interventions. Tier II instruction will occur during the 30 minute

content-related center time. Students who are not demonstrating adequate progress in Tier II will be referred to the MTSS/RtI team for consideration of Tier III or other interventions.

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: 12,000

Low performing students have the opportunity to stay an extra hour (1-4 days a week) after school for remediation in Reading and/or Mathematics.

Strategy Rationale

To increase student proficiency and learning gains and move bottom quartile students in Reading and Mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

All, Teachers, all_tj_teachers@duvalschools.org

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

Pre and Post Teacher Made Assessments and District Baseline/Mid-year Scrimmage tests will be used to determine students needs and achievements.

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.

Beginning in summer months, incoming cohorts of students complete a pre-screening assessment designed by the Kindergarten teachers to determine readiness levels. Outgoing cohorts communicate with the middle schools in our feeder pattern, who allow the students to take tours and have question and answer sessions.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If face to face and small group instruction is increased, then bottom quartile learning gains for 4th and 5th grade in Reading and Math will increase.
- G2.** If teachers use item specifications in conjunction with the Curriculum Guides to guide instruction, then proficiency in Reading and Math at each grade level (3-5) will increase.

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 face to face and small group instruction is increased, then bottom quartile learning gains for 4th and 5th grade in Reading and Math will increase. 1a

G086970

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0
ELA/Reading Lowest 25% Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time.
- Students are unable to express orally and/or through writing their process qualitatively with content specific vocabulary words.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Resources - Achieve 3000, Reading Coach, Reading Interventionist
- Math Resources - iReady computer-based centers and consumables, district center activities, Math Coach, Ready Florida

Plan to Monitor Progress Toward G1. 8

Teachers will monitor reading and math students by reviewing interactive journals, problem sets, Blended Learning reports, and exit slips.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

End of Module Assessments

G2. If teachers use item specifications in conjunction with the Curriculum Guides to guide instruction, then proficiency in Reading and Math at each grade level (3-5) will increase. 1a

G086971

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	81.0

Targeted Barriers to Achieving the Goal 3

- Challenging expectations in the item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS).
- Students don't connect thinking with reading (word callers, comprehension, fluency)
- Unknown vocabulary words

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Reading Interventionist, Barton Reading and Spelling, Achieve 3000
- Math Coach, Duval Math, iReady
- MAFS, LAFS, and Item Specifications.

Plan to Monitor Progress Toward G2. 8

Review student progress on assessments during 4th and 5th grade Math and ELA PLCs.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Data chat forms

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 face to face and small group instruction is increased, then bottom quartile learning gains for 4th and 5th grade in Reading and Math will increase. **1**

 **G086970**

G1.B1 Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time. **2**

 **B231193**

G1.B1.S1 Use teacher made assessments (exit tickets, Module assessments) to diagnose student deficiencies in reading and math. **4**

 **S243901**

Strategy Rationale

The teacher made assessments listed help to combat the barriers by providing multiple sources of data that help identify deficiencies.

Action Step 1 **5**

Provide face to face and small group instruction after diagnosing student reading and math deficiencies.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Documentation of progress in small groups.

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

Formal and informal classroom observations. Common planning meetings.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Documentation of classroom visits and common planning meetings.

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

Formal and informal classroom observations. Common planning meetings.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Minutes from common planning meetings and observation forms.

G1.B1.S2 Use iReady data to drive differentiation of reading and math instruction for bottom quartile students. 4

S243902

Strategy Rationale

This resource provides individualized instruction on their level.

Action Step 1 5

Use iReady computer-based reading and math software with consumable activities.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Computer-generated reports

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

Review iReady class reports with reading and math teachers.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

iReady report data wall and data chats

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

Review iReady class reports with reading and math teachers.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

iReady report data wall and data chats

G1.B2 Students are unable to express orally and/or through writing their process qualitatively with content specific vocabulary words. 2

 B231194

G1.B2.S1 Teacher models vocabulary and students use vocabulary in writing and speaking. Students provide evidence for answer choices and teachers will use a rubric to assess written responses 4

 S243903

Strategy Rationale

Use of the Gradual Release Model.

Action Step 1 5

Teachers model vocabulary and students use vocabulary in speaking and writing in 2nd-5th grade reading and math classes.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Writing samples, exit tickets, and journals from 2nd-5th grade students.

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

Review of lesson plans and student work along with classroom observations

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Lesson plans, student work, and class observation form

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

Review of lesson plans and student work along with classroom observations

Person Responsible

Leadership Team


Schedule

Every 2 Months, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, and class observation form


G2. If teachers use item specifications in conjunction with the Curriculum Guides to guide instruction, then proficiency in Reading and Math at each grade level (3-5) will increase. 1

 G086971

G2.B1 Challenging expectations in the item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS). 2

 B231195

G2.B1.S1 During PLCs teachers will unpack the ELA and Math standards using Item Specifications with guidance for the Instructional Leadership team. 4

 S243904

Strategy Rationale

Action Step 2 5

Reading Coach will facilitate common planning discussions about Reading standards and lessons in the new Saxon curriculum (K-2).

Person Responsible

Teresa Gregson

Schedule

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

Evidence of Completion

Completion of Lesson Planning tool

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

Math Lead will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Principal.

Person Responsible

Lori Turner

Schedule

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

Evidence of Completion

Lesson Planning tool

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

Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal.

Person Responsible

Lori Turner

Schedule

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

Evidence of Completion

Lesson Planning tool

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

Math Lead will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Principal.

Person Responsible

Lori Turner

Schedule

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

Evidence of Completion

Lesson Planning tool

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

Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal.

Person Responsible

Lori Turner

Schedule

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

Evidence of Completion

Lesson Planning tool

G2.B2 Students don't connect thinking with reading (word callers, comprehension, fluency) **2**

 B231196

G2.B2.S1 Model Think-Aloud in "I-do" and Close Reading. Increase opportunities for students to explain thinking orally and in writing when solving language-based mathematical problems, ex., journaling, open-ended discussions of various strategies (K-5) **4**

 S243905

Strategy Rationale

Use of the Gradual Release Model.

Action Step 1 **5**

Teachers will model their thinking and problem solving processes in the "I-do" and "We-do" process.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Teacher Observation form, lesson plans, and journals.

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

Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Collect and review journals, exit tickets and samples of writing.

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

Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Review samples of student work, exit tickets, and journals.

G2.B3 Unknown vocabulary words 2

 B231197

G2.B3.S1 Explicitly teach academic and content specific vocabulary words during the lesson introduction and through center learning activities based upon needs. 4

 S243906

Strategy Rationale

Action Step 1 5

Reading Coach and Math Lead Teacher will model using academic vocabulary words in their writing and speaking during coaching cycles with teachers. Reading Coach and Math Lead Teacher will refer to and use anchor charts.

Person Responsible

ELA Math Teachers

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

Anchor charts

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observations and review of 4th and 5th grade Reading and Mathematics students.

Person Responsible

Leadership Team

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

Coach Feedback Form.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom observations and review of 4th and 5th grade Reading and Mathematics students.

Person Responsible

Leadership Team



















Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017





Evidence of Completion

Observation Feedback Form.

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  M327353	Teachers will monitor reading and math students by reviewing interactive journals, problem sets,...	Math Teachers, ELA	9/6/2016	End of Module Assessments	6/2/2017 biweekly
G2.MA1  M327362	Review student progress on assessments during 4th and 5th grade Math and ELA PLCs.	Team, Leadership	9/6/2016	Data chat forms	6/2/2017 monthly
G1.B1.S1.MA1  M327347	Formal and informal classroom observations. Common planning meetings.	Team, Leadership	9/6/2016	Minutes from common planning meetings and observation forms.	6/2/2017 weekly
G1.B1.S1.MA1  M327348	Formal and informal classroom observations. Common planning meetings.	Team, Leadership	9/6/2016	Documentation of classroom visits and common planning meetings.	6/2/2017 weekly
G1.B1.S1.A1  A315627	Provide face to face and small group instruction after diagnosing student reading and math...	Math Teachers, ELA	9/6/2016	Documentation of progress in small groups.	6/2/2017 weekly
G1.B2.S1.MA1  M327351	Review of lesson plans and student work along with classroom observations	Team, Leadership	9/6/2016	Lesson plans, student work, and class observation form	6/2/2017 every-2-months
G1.B2.S1.MA1  M327352	Review of lesson plans and student work along with classroom observations	Team, Leadership	9/6/2016	Lesson plans, student work, and class observation form	6/2/2017 weekly
G1.B2.S1.A1  A315629	Teachers model vocabulary and students use vocabulary in speaking and writing in 2nd-5th grade...	Math Teachers, ELA	9/6/2016	Writing samples, exit tickets, and journals from 2nd-5th grade students.	6/2/2017 daily
G2.B1.S1.MA1  M327354	Math Lead will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by...	Turner, Lori	9/6/2016	Lesson Planning tool	6/2/2017 weekly
G2.B1.S1.MA4  M327355	Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed...	Turner, Lori	9/6/2016	Lesson Planning tool	6/2/2017 weekly
G2.B1.S1.MA1  M327356	Math Lead will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by...	Turner, Lori	9/6/2016	Lesson Planning tool	6/2/2017 weekly
G2.B1.S1.MA3  M327357	Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed...	Turner, Lori	9/6/2016	Lesson Planning tool	6/2/2017 weekly
G2.B1.S1.A2  A315630	Reading Coach will facilitate common planning discussions about Reading standards and lessons in...	Gregson, Teresa	9/6/2016	Completion of Lesson Planning tool	6/2/2017 weekly
G2.B2.S1.MA1  M327358	Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit...	Team, Leadership	9/6/2016	Review samples of student work, exit tickets, and journals.	6/2/2017 monthly
G2.B2.S1.MA1  M327359	Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit...	Team, Leadership	9/6/2016	Collect and review journals, exit tickets and samples of writing.	6/2/2017 monthly
G2.B2.S1.A1  A315631	Teachers will model their thinking and problem solving processes in the "I-do" and "We-do" process.	Math Teachers, ELA	9/5/2016	Teacher Observation form, lesson plans, and journals.	6/2/2017 daily
G2.B3.S1.MA1  M327360	Classroom observations and review of 4th and 5th grade Reading and Mathematics students.	Team, Leadership	9/6/2016	Observation Feedback Form.	6/2/2017 every-3-weeks
G2.B3.S1.MA1  M327361	Classroom observations and review of 4th and 5th grade Reading and Mathematics students.	Team, Leadership	9/6/2016	Coach Feedback Form.	6/2/2017 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1  A315632	Reading Coach and Math Lead Teacher will model using academic vocabulary words in their writing and...	Math Teachers, ELA	9/6/2016	Anchor charts	6/2/2017 every-3-weeks
G1.B1.S2.MA1  M327349	Review iReady class reports with reading and math teachers.	Team, Leadership	9/6/2016	iReady report data wall and data chats	6/2/2017 monthly
G1.B1.S2.MA1  M327350	Review iReady class reports with reading and math teachers.	Team, Leadership	9/6/2016	iReady report data wall and data chats	6/2/2017 monthly
G1.B1.S2.A1  A315628	Use iReady computer-based reading and math software with consumable activities.	Math Teachers, ELA	9/6/2016	Computer-generated reports	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. If teachers use item specifications in conjunction with the Curriculum Guides to guide instruction, then proficiency in Reading and Math at each grade level (3-5) will increase.

G2.B1 Challenging expectations in the item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS).

G2.B1.S1 During PLCs teachers will unpack the ELA and Math standards using Item Specifications with guidance for the Instructional Leadership team.

PD Opportunity 1

Reading Coach will facilitate common planning discussions about Reading standards and lessons in the new Saxon curriculum (K-2).

Facilitator

Lori Turner, Teresa Gregson

Participants

ELA Teachers

Schedule

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

G2.B3 Unknown vocabulary words

G2.B3.S1 Explicitly teach academic and content specific vocabulary words during the lesson introduction and through center learning activities based upon needs.

PD Opportunity 1

Reading Coach and Math Lead Teacher will model using academic vocabulary words in their writing and speaking during coaching cycles with teachers. Reading Coach and Math Lead Teacher will refer to and use anchor charts.

Facilitator

ELA Coach/ Math Lead teacher

Participants

Category 1 CAST teachers and teachers who request support.

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If face to face and small group instruction is increased, then bottom quartile learning gains for 4th and 5th grade in Reading and Math will increase.

G1.B1 Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time.

G1.B1.S2 Use iReady data to drive differentiation of reading and math instruction for bottom quartile students.

TA Opportunity 1

Use iReady computer-based reading and math software with consumable activities.

Facilitator

ELA coach, STC, District trainers

Participants

Novice teachers and any teacher that needs a refresh.

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Provide face to face and small group instruction after diagnosing student reading and math deficiencies.	\$0.00
2	G1.B1.S2.A1	Use iReady computer-based reading and math software with consumable activities.	\$0.00
3	G1.B2.S1.A1	Teachers model vocabulary and students use vocabulary in speaking and writing in 2nd-5th grade reading and math classes.	\$0.00
4	G2.B1.S1.A2	Reading Coach will facilitate common planning discussions about Reading standards and lessons in the new Saxon curriculum (K-2).	\$0.00
5	G2.B2.S1.A1	Teachers will model their thinking and problem solving processes in the "I-do" and "We-do" process.	\$0.00
6	G2.B3.S1.A1	Reading Coach and Math Lead Teacher will model using academic vocabulary words in their writing and speaking during coaching cycles with teachers. Reading Coach and Math Lead Teacher will refer to and use anchor charts.	\$0.00
Total:			\$0.00