Fort Caroline Elementary School

2016-17 Schoolwide Improvement Plan

Fort Caroline Elementary School

3925 ATHORE DR, Jacksonville, FL 32277

http://www.duvalschools.org/fce

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	D*	F	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 11/1/2016.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Fort Caroline Elementary School

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 educators at Fort Caroline Elementary are committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

b. Provide the school's vision statement.

The educators at Fort Caroline Elementary will challenge each child by meeting his/her individual needs and motivate them to meet a higher academic standard.

2. School Environment

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

In the spring, our students and parents took the Gallup Poll survey. The Gallup Poll is a 20 question survey that measure hope, engagement, and well-being. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predict student success in academic and other youth development settings. Gallup research has shown that hope, engagement and well-being are key factors that drive students' grades, scores, and future employment. Results showed:

HOPE 40% ENGAGEMENT 78% WELL-BEING 54%
HOPE: The idea and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages. ENGAGEMENT: The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best. WELL-BEING: How we think about and experience our lives tells us how students are doing today and predicts their success in the future.
The results indicated to the faculty and staff that many of our students are hopeless about their future but both students and parents believe that the teachers hold high expectations for all students.

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

Student safety is continuously monitored and reinforced through the following actions:
1. Doors and gates are locked and checked by the security guard throughout the day.
2. Fire drills are held monthly.
3. Safety plan and procedures for emergency response are conducted periodically and monitored by administration and teachers.
4. Identification procedures for all visitors, including parents are in place.
5. Teachers demonstrate respect for students and their potential as learners by providing a safe and caring classroom where everyone is respected.
6. PBIS Team plan developed by the team and
7. After School Programs: Students are enrolled in TEAM Up, Extended Day & Girls Inc.

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.

Systems in place to minimize distractions during instructional time are: C.H.A.M.P.s expectations for all areas of the school, PBIS plan and Covey's 7 Habits of Happy Kids. We also follow the DCPS Code of Student Conduct. Teachers participated in Code of Conduct training during pre-planning, developed discipline plan during summer planning and each grade level and department is represented on the Foundations/PBIS Team. Students participate in quarterly Code of Conduct assemblies.

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.

Ft. Caroline has a full time School Counselor who is available to all students, parents, and teachers for counseling, referrals, testing and mentoring. Our School Guidance counselor also supports the Multi-tiered System of Support (MTSS) and Response to Intervention (RtI). Within the school, we also offer the following programs:
• Girls, Inc
• Second Steps
Ft. Caroline Elementary also has a connection with the Arlington Resource Center (ARC). ARC is a full service program that offers assistance for our families.
Other programs that will occur are:
• Career Fair for all Grade levels
• Moving On to Your Future Curriculum for 5th grade

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.

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	11	10	9	9	6	5	0	0	0	0	0	0	0	50
One or more suspensions	1	6	0	7	5	4	0	0	0	0	0	0	0	23
Course failure in ELA or Math	12	6	3	8	2	1	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	34	41	0	0	0	0	0	0	0	75

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	9	6	0	7	2	1	0	0	0	0	0	0	0	25

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

• Barton Reading and Spelling System- District approved Tier 3 intervention
• TTS- Targeted intervention based off of DAR results
• Reading & Math Interventionists provide remediation to students performing below grade level.

• Parent conferences are held to keep parents informed of student progress
• Interventions are implemented daily in reading and math and during TEAM Up.
• Quarterly discipline assemblies
• FCRR- State approved, research based center activities
• I-Ready- Individualized Targeted computer based Intervention in math and reading
• Achieve 3000- Leveled computer based Non-Fiction Reading Practice/ Assessments
• Leveled Literacy Intervention Kit- Curriculum used for small group instruction focusing on phonemic awareness, phonics, decoding, and fluency and comprehension.

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

Increase parental involvement to support our programs and activities by 10%
Programs include: Open House, Math Night, Science Night, Reading Night

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.

The school meets with the SAC Committee, Full Service Schools and Faith Based Organizations regularly to build and sustain community partnerships. The partnering organizations are kept abreast of the school's budget, community issues regarding safety and the school grounds.
Parents, SAC and community organizations are also provided newsletters to communicate school activities.

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
Stovall, Violet	Principal
Perryman, Tara	Instructional Coach

b. Duties

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

All team members are responsible for monitoring the relationship between the school's vision, beliefs, core values and expectations with our actions.

The Leadership Team consist of Principal, Assistant Principal, Reading Coach, Math Coach, Interventionists, Grade Level Representatives and Guidance Counselor.

Administration is responsible for leading all school instruction, monitoring of Core Curriculum, Professional Development and school wide interventions.

The Instructional Coaches and Administration meet weekly to discuss instructional practices, review and analyze assessment data and determine Professional Development needs for staff.

The teacher representatives, Interventionists and Guidance Counselor and other members of the team will meet monthly to review student work and student assessment data to determine next steps and instructional focus.The teams serves as the liaison for other members of the grade levels/teams, communicates, shares and lead the work.

The Instructional Coaches collaborate and plan with each grade level weekly focusing on lesson planning and Florida Standards.

The Guidance Counselor or MTSS facilitator leads all Rti meetings and monthly MTSS meetings.

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.

Once a month, the Leadership grade level representatives will facilitate meetings to look at student work, current assessment data, and lead discussions regarding research based interventions that have been successful/unsuccessful in the classroom. The representatives will maintain lists of students that are discussed during these meetings and submit the list to the Rti Team to report academic/behavior information and current data regarding students that are in the process of review. The Rti Leadership team will look at student documentation (e.g. data, interventions for students that are currently in the process of receiving multi-tiered support) to determine if the student is able to move back into Tier 1, continue with Tier 2 interventions, or move to Tier 3 with intensive support. During the meeting there is discussion of new students that have been identified during meetings as needed to begin the process.

Once a student has been identified as needing Tier 2 monitoring/instruction the team will schedule a MTSS Meeting to include the classroom teacher, MTSS department/grade level representative, Guidance Counselor, Administration, and VE teacher. Parents will be invited and provided a 7-10 day notice of meeting. Interventions are discussed and an individual plan based on student's academic needs will be put into place that will be monitored for progress for 4-6 weeks. This process could be repeated based on each student and the data that is collected.

Once data has been collected and the student continues to show a need for intensive support then a referral to the Multi-Disciplinary Referral Team (MRT) could be made. This referral will be made through the Guidance Office. The MRT meeting will include District Support Staff, Guidance Counselor, classroom teacher and VE teacher. Progress monitoring of new and ongoing interventions will then continue for 4-6 more weeks. The MRT team will set dates for meetings once a month.

The leadership team also conducts classroom walkthroughs looking for evidence of rigorous instruction, student engagement, student understanding and student ownership. Student data and work is analyzed with feedback provided to the teachers. Progress monitoring is on-going and is based on student need, student data and student achievement.

Teachers analyze student progress through district assessments and Performance Matters during their collaborative planning time.

The Core School Leadership Team meets every Tuesday.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Michelle Mann	Business/Community
Nicole Neeley	Teacher
Doug Blackman	Business/Community
Daryl Sherman	Parent
LaTasha Green-Cobb	Parent
Cindy Rourke	Parent
Katrina Blakley	Parent
Violet Stovall	Principal

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 SAC Team will meet monthly to review the goals of the School Improvement Plan. The strategies and
action steps were implemented throughout the year as specified in the plan. Data will be reviewed and last year's SIP will be discussed during the first SAC meeting.

b. Development of this school improvement plan

The SAC Committee will review, make recommendations, provide feedback and support the school improvement plan. The SIP will be reviewed by SAC periodically throughout the year.

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

The 2016-2017 school budget is developed through the district..

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

The 2015- 2016 funds were allocated to purchase student planners. The budget amount totaled $2,986.52.

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
Stovall, Violet	Principal
Addison, Alicia	Other
Perryman, Tara	Instructional Coach

b. Duties

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

The major initiatives of the LLT this year are:
• Develop strategies to increase student reading proficiency levels
• Increase learning gains with our bottom quartile students
• Develop a plan to improve performance for all AMO groups and grade levels
• incorporating reading strategies in all content areas
• Increase level of complexity in questioning
• Collaborative reading data reviews
• Faculty Training
• Increase the rigor of reading instruction
• Implementation of research-based strategies to increase vocabulary
• Monitoring instruction to determine next steps
• Analysis of assessment data to implement interventions and strategies
* Literacy Parent nights and activities to assist parents in working at home with students

D. Public and Collaborative Teaching

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

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

Teachers have 45 minutes daily to collaborate with grade level members. They also have
Professional Development opportunities on Early Dismissal days.
Administration encourages peer observations or visiting other schools. Teachers are also encouraged to attend trainings within the district.

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

Grade Level Common Planning Times – Resource schedule was developed to allow time for grade levels to collaborate and discuss curriculum, lesson plans, instructional best practices and student data during the common resource time.
On-site Professional Development – Instructional Coaches facilitate content area trainings and Professional Development to staff on Early Dismissal Days.
Incentives to motivate teachers and staff - Administration provide incentives to faculty & staff through monthly drawings and luncheons and refreshments periodically during faculty meetings and trainings
New Teacher Meetings - Monthly meetings are held with all new teachers to ensure questions, issues or concerns are addressed; teachers are also assigned mentors.

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

The school's mentoring program is supported by the Professional Development Facilitator (PDF). All of our first & second year teachers are partnered with a high-performing experienced teacher that has been CET trained. Mentors meet with mentees to discuss observations, debrief and assist with planning. Mentors are assigned based on mentee's teaching discipline.

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor and coach. The district MINT Specialist provides support and resources for the team.
MINT support activities include:
-mentor observation cycles in which new teachers receive formative feedback and targeted coaching
-new teacher observations of model teachers with a focus on identification challenges and Educator Accomplishment Practices
-PDF monthly MINT learning sessions that focus on identified areas of need

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.

NA

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.

All students are taught on grade level during the Core instruction using the district approved curriculum guides and materials. The school's assessment data is reviewed and analyzed by each teacher/grade level. The data is
then used to determine instructional groupings for differentiated literacy and math centers and for during the additional reading hour. Students rotate in the differentiated groups and meet with classroom teachers and reading and math interventionists daily for small group instruction.Teachers also use exit tickets, teacher made tests and observations to assess student progress. Interventionists push-in the classrooms based on specific student data.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

| **Strategy:** After School Program |
| **Minutes added to school year:** 10,800 |

All grade levels will use Blended Learning platforms daily in after school programs: Achieve 3000 and iReady Reading
Achieve 3000 articles will be used in grades 3 - 5 to increase student Lexile scores by completing text complexity activities.
TTS activities offers targeted lessons to address a student's reading needs. Lessons are identified and printed off for use in small group instruction.

Strategy Rationale

To provide extra remediation during focused and differentiated small group instruction to increase reading proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stovall, Violet, stovallv@duvalschools.org

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

School, district and state assessment data will be analyzed by the teachers, leadership team and administration to determine student progress. Progress monitoring will occur throughout the year.

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.

The Pre-K program at Fort Caroline Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Professional Development will include vertical Pre-K teacher planning with Kindergarten teachers to ensure student academic readiness. The Pre-K students will visit Kindergarten classes in the Spring to enhance the transitioning process and grade level expectations. The 5th grade students visit the neighborhood middle schools in the Spring. Additionally, opportunities are provided for 5th grade students to receive information regarding middle school magnet programs through our Guidance Counselor.

b. College and Career Readiness

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

N/A

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

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School Improvement Goals

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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

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Strategic Goals Summary

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G1. If Science instruction is rigorous and incorporates the Pillars of Excellence in Science instruction, then 53% of our 5th grade students will be proficient in science as measured by the FCAT Science.

G2. If instruction is rigorous, differentiated and aligned to Florida Standards, then 42% of our 3rd, 4th, and 5th grade students will be proficient in Reading and 58% proficient in Math with a 3 or higher on the Florida Standard Assessment.

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Strategic Goals Detail

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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 Science instruction is rigorous and incorporates the Pillars of Excellence in Science instruction, then 53% of our 5th grade students will be proficient in science as measured by the FCAT Science. `1a`

🔍 G086974

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal `3`

- -reading proficiency and comprehension -students' reading Lexile Levels are below the expected 5th grade level -Limited students' background knowledge

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

- -Reading Interventionist -5th grade Science Teachers -Achieve 3000 -Interactive Science Journals -Focused Vocabulary instruction
-

Plan to Monitor Progress Toward G1. `8`

Science FCAT 2.0
District Science Baseline

Person Responsible
Violet Stovall

Schedule
Biweekly, from 9/1/2016 to 6/1/2017

Evidence of Completion
Science Journals with evidence of labs Achieve 3000 reports Assessment data

G2. If instruction is rigorous, differentiated and aligned to Florida Standards, then 42% of our 3rd, 4th, and 5th grade students will be proficient in Reading and 58% proficient in Math with a 3 or higher on the Florida Standard Assessment. `1a`

🔑 G086975

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	76.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge/PD for implementation of effective small group instruction to provide rigorous tasks, differentiation, and complex text. This is necessary to provide students with the ability to achieve proficiency or above on grade level expectations.

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

- • Reading Coach

- • Reading Interventionist

- • District Reading Specialist

- • Leveled Literacy Interventions

- • Rewards Reading

-

Plan to Monitor Progress Toward G2. `8`

We will use Achieve 3000 and Math iReady to display students progress towards our goal. We will display student data on our Planning for Results board and review monthly.

Person Responsible
Violet Stovall

Schedule
Monthly, from 9/4/2016 to 6/1/2017

Evidence of Completion
On-going evidence will be the class profile sheets with student data that will be collected to determine if progress in being made towards our goal. Final evidence will be that 72% of our 3rd ,4th &5th graders will be proficient in reading and 73% in math with 3 or higher on the Florida Standard Assessment.

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 Science instruction is rigorous and incorporates the Pillars of Excellence in Science instruction, then 53% of our 5th grade students will be proficient in science as measured by the FCAT Science. [1]

🔑 G086974

G1.B1 -reading proficiency and comprehension -students' reading Lexile Levels are below the expected 5th grade level -Limited students' background knowledge [2]

🔑 B231200

G1.B1.S1 -Hands on labs increase to twice a week -Focused vocabulary instruction -Comprehension strategies from Achieve 3000 and Levelled Science Readers -Students demonstrate understanding through weekly investigations and document findings within interactive journals. [4]

🔑 S243918

Strategy Rationale

Achieve 3000 is a computer program that allows students to read rigorous non-fiction text with multiple sources that will help prepare students to be successful Science FCAT 2.0
2 labs per week allows students to make connections and provides opportunities for them to be engaged in the scientific process

Action Step 1 [5]

Teachers will participate in weekly common planning to standards develop rigorous science plans aligned with science standards.

Person Responsible

Violet Stovall

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Ongoing monitoring of science instruction and lesson plans.

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

Ongoing monitoring of classroom instruction through focus walks.

Person Responsible

Violet Stovall

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Lesson plans, interactive journals, assessment data.

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

Classroom observations

Person Responsible

Violet Stovall

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Assessment data, interactive journals, classroom instruction

G2. If instruction is rigorous, differentiated and aligned to Florida Standards, then 42% of our 3rd, 4th, and 5th grade students will be proficient in Reading and 58% proficient in Math with a 3 or higher on the Florida Standard Assessment. 1

🔑 G086975

G2.B1 Lack of knowledge/PD for implementation of effective small group instruction to provide rigorous tasks, differentiation, and complex text. This is necessary to provide students with the ability to achieve proficiency or above on grade level expectations. 2

🔑 B231201

G2.B1.S1 Application of diagnostic, prescriptive, and evaluative measures through professional development based on student work and classroom data. 4

🔑 S243919

Strategy Rationale

Diagnostic/prescriptive/evaluative is a teaching strategy designed to meet the individual needs of students. It is rooted in assessment and provides multiple approaches to content, process, and product. Together DPE and differentiation will focus our teachers and help our students succeed.

Action Step 1 5

Student base-line data will be reviewed to create small group instructional groups throughout the year. Teachers will create a class profile sheet that includes baseline data. From the baseline data, we will project targeted goals for each student. After each district assessment ,we will include test results to the class profile sheet to monitor if students are moving toward the targeted goal. Between testing, teachers will be instructing small groups of students with similar needs. Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.

Person Responsible

Violet Stovall

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Classroom data driving flexible grouping , student work, interactive journals will be collected and reviewed to shown completion of the activity. Class profile sheet with targeted goals will be posted in school.

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

Administration will monitor lesson plans, flexible groupings, degree of rigor and text complexity with classroom observations and by attending data chats with grade levels and vertical teams. We will meet with grade level teachers and review the class profile sheet. We will compare baseline data to targeted goal. We will monitor student progress towards the targeted goal.

Person Responsible

Violet Stovall

Schedule

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

Evidence of Completion

On-going evidence will be records of flexible grouping/conferencing with anecdotal notes, complex text with rigor, and lessons will be differentiated based on student need to monitor implementation with fidelity. Class profile sheets will be monitored each nine weeks to determine student progress.

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

Effectiveness will be monitored by reviewing student growth based on data/student work. Then new prescriptive or on-going groupings will be created and monitored. We will have data chats with teachers and use the class profile sheet to see if the implementation is working.

Person Responsible

Violet Stovall

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

On-going evidence will monitor student growth to determine the effectiveness of implementation by using Performance Matters, class profile sheet and records of flexible groupings. Our final evaluation will be that 42% of our 3rd, 4th and 5th grade students will be proficient in reading and 57% in math with a level 3 or higher on FSA.

G2.B1.S2 Track and monitor 3rd, 4th, and 5th grade students usage of Achieve 3000/iReady Math to better understand student achievement and possibly predict results for FSA. 4

🔑 S243920

Strategy Rationale

Achieve 3000 is a computer program that allows students to read rigorous nonfiction text with multiple sources and remediate math skills that we believe will prepare our students to be successful on the Florida State Assessment.

Action Step 1 5

Teachers will track and monitor student usage of Achieve 3000 and iReady Math.

Person Responsible

Violet Stovall

Schedule

Biweekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Bi-weekly and monthly student usage data will be collect by classroom teachers. This data will indicate students making progress. It will also indicate groups of students that need next steps, or to be placed in a teacher led group for reteaching.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will monitor student usage and teacher strategies to help students who are not progressing.

Person Responsible

Violet Stovall

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Evidence will be student performance on blended learning platforms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will monitor student usage and teacher strategies to help students who are not progressing

Person Responsible

Violet Stovall

Schedule

Monthly, from 9/1/2017 to 9/1/2017

Evidence of Completion

Student progress will be our evidence.

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 🔍 M327389	Science FCAT 2.0 District Science Baseline	Stovall, Violet	9/1/2016	Science Journals with evidence of labs Achieve 3000 reports Assessment data	6/1/2017 biweekly
G2.MA1 🔍 M327402	We will use Achieve 3000 and Math iReady to display students progress towards our goal. We will...	Stovall, Violet	9/4/2016	On-going evidence will be the class profile sheets with student data that will be collected to determine if progress in being made towards our goal. Final evidence will be that 72% of our 3rd ,4th &5th graders will be proficient in reading and 73% in math with 3 or higher on the Florida Standard Assessment.	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M327387	Classroom observations	Stovall, Violet	9/1/2016	Assessment data, interactive journals, classroom instruction	6/1/2017 weekly
G1.B1.S1.MA1 🔍 M327388	Ongoing monitoring of classroom instruction through focus walks.	Stovall, Violet	9/1/2016	Lesson plans, interactive journals, assessment data.	6/1/2017 weekly
G1.B1.S1.A1 🔍 A315654	Teachers will participate in weekly common planning to standards develop rigorous science plans...	Stovall, Violet	9/1/2016	Ongoing monitoring of science instruction and lesson plans.	6/1/2017 weekly
G2.B1.S1.MA1 🔍 M327390	Effectiveness will be monitored by reviewing student growth based on data/student work. Then new...	Stovall, Violet	9/1/2016	On-going evidence will monitor student growth to determine the effectiveness of implementation by using Performance Matters, class profile sheet and records of flexible groupings. Our final evaluation will be that 42% of our 3rd, 4th and 5th grade students will be proficient in reading and 57% in math with a level 3 or higher on FSA.	6/1/2017 monthly
G2.B1.S1.A1 🔍 A315655	Student base-line data will be reviewed to create small group instructional groups throughout the...	Stovall, Violet	9/1/2016	Classroom data driving flexible grouping , student work, interactive journals will be collected and reviewed to shown completion of the activity. Class profile sheet with targeted goals will be posted in school.	6/1/2017 monthly
G2.B1.S2.MA1 🔍 M327393	Administration will monitor student usage and teacher strategies to help students who are not...	Stovall, Violet	9/1/2016	Evidence will be student performance on blended learning platforms.	6/1/2017 monthly
G2.B1.S2.A1 🔍 A315656	Teachers will track and monitor student usage of Achieve 3000 and iReady Math.	Stovall, Violet	9/1/2016	Bi-weekly and monthly student usage data will be collect by classroom teachers. This data will indicate students making progress. It will also indicate groups of students that need next steps, or to be placed in a teacher led group for reteaching.	6/1/2017 biweekly
G2.B1.S1.MA1 🔍 M327391	Administration will monitor lesson plans, flexible groupings, degree of rigor and text complexity...	Stovall, Violet	9/1/2016	On-going evidence will be records of flexible grouping/conferencing with anecdotal notes, complex text with rigor, and lessons will be differentiated based on student need to monitor implementation with fidelity. Class profile sheets will be monitored each nine weeks to determine student progress.	9/1/2017 monthly
G2.B1.S2.MA1 🔍 M327392	Administration will monitor student usage and teacher strategies to help students who are not...	Stovall, Violet	9/1/2017	Student progress will be our evidence.	9/1/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in weekly common planning to standards develop rigorous science plans aligned with science standards.			$0.00
2	G2.B1.S1.A1	Student base-line data will be reviewed to create small group instructional groups throughout the year. Teachers will create a class profile sheet that includes baseline data. From the baseline data, we will project targeted goals for each student. After each district assessment ,we will include test results to the class profile sheet to monitor if students are moving toward the targeted goal. Between testing, teachers will be instructing small groups of students with similar needs. Students determined to be low performing or tier II, will be pulled into small focused groups. During this small group time the teachers may reteach a lesson, skill or strategy not mastered by the students using alternative materials. If the student remains low performing, the teacher will work one on one with the student. Low performing students may also receive services from our interventionist , tutors and the MTSS process may begin.			$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
3	G2.B1.S2.A1	Teachers will track and monitor student usage of Achieve 3000 and iReady Math.			$0.00
					Total:	$0.00