

Duval County Public Schools

North Shore Elementary



2016-17 Schoolwide Improvement Plan

North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

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

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	91%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for North Shore 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.

North Shore's mission is to provide educational excellence in EVERY school, in EVERY classroom, for EVERY student, EVERY day.

b. Provide the school's vision statement.

North Shore's vision is that Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Classroom teachers conduct a "needs assessment" that includes information pertaining to the students' likes/dislikes as well as their learning style.

The school disaggregated the TNTP and Climate surveys to get a better understanding of the students' needs. Teachers then used vertical articulation to decide on the best class placement for each student based on their experience with the student the previous year.

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

North Shore has a full-time security guard that patrols the school's grounds and follows the CHAMPS/Foundations plan throughout the building.

Before school, students are lined in (by grade level) in front of the school. Security watches them until the cafeteria doors open at 8:00 for breakfast. Once in the cafeteria, students are seated at their assigned tables and retrieved by their HR teacher.

During the school day, security patrols the grounds by checking classroom doors 3-5 times per day as well as the exterior doors and gates, to ensure that they are locked.

After school, the teachers, students and parents follow a comprehensive dismissal process that allows for specific students to report to specific dismissal areas.

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.

North Shore follows the District's comprehensive behavioral plan. In addition, teachers have been provided a discipline folder and log to contact parents when discipline problems/issues occur.

Teachers on each grade have an in-class behavior plan that allows students to be rewarded and parents to be notified daily about their student's classroom behavior.

Security and the Assistant Principal has been provided extensive training by the district. This training was delivered to the staff in a whole-group setting.

North Shore will be participating in the district's PBIS and HERO program enforcing/rewarding positive student behavior.

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.

Students' social-emotional needs are being addressed by a full-time Guidance Counselor. The guidance Counselor teaches character building classes that help to promote higher self-esteem in students.

A mentor plan is in place at the school in which students are paired with a teacher (other than their teacher) that checks on them (academically and socially) throughout the school year. They have specific days and times that they have lunch with them.

In addition, the Deloris Barr Weaver foundation and Girls Matter, Inc. is housed here at North Shore as an intervention to promote better girls' behavior, higher self-esteem and less discipline referrals.

We will be adding the Citi Year Program to North Shore this year. They will bring a wealth of excitement and mentorship to the students of North Shore.

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.

The following early warning systems are in place at North Shore when students show early indicators or signs :

Attendance:

Student/Teacher/Admin conference

Parent contact

Parent/teacher/admin/student conference- (possibly Full-service school referral as needed)

Guidance counselor/Truant officer/Girls Matter program (girls only)

Follow the guidelines/procedures of the Student Code of Conduct

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	52	30	29	20	23	17	0	0	0	0	0	0	0	171
One or more suspensions	52	44	68	49	64	67	0	0	0	0	0	0	0	344
Course failure in ELA or Math	12	6	1	1	0	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	38	19	36	0	0	0	0	0	0	0	93
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

The following interventions are in place at North Shore:

Attendance

Baseline date

Progress monitoring by the AP/Principal

Student/Teacher/Admin conference

Parent contact

Parent/teacher/admin/student conference- (possibly Full-service school referral as needed)

Guidance counselor/Tuant officer/Girls Matter program (girls only)

Saturday School (3rd - 5th grade)

Team Up

Promotion/retention

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

To increase parent involvement with parent programs during and after school to improve healthy parent communication between school and home. North Shore will host monthly parent nights that will include instruction/family fun. Each class will be assigned a classroom "mom" in order to get parents actively engaged. The parental involvement will be monitored by the assistant principal and the parental involvement plan checklist.

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 principal and assistant principal hold parent/community meetings monthly to invite the community to hear what North Shore has to offer and to find out how the community can assist in student success.

The most active community partners are Winn Dixie, the North Shore Village Keepers, and local faith-based organizations and churches.

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
Hardaway, Felicia	Principal
Robinson, Laura	Instructional Coach
Daniels, Toni	Instructional Coach
Baker-Madden, Jamia	Assistant Principal

b. Duties

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

Principal/assistant principal- uses data to articulate the shared vision of the school to all stakeholders; monitors data and instruction in the classroom; and provides the necessary PD in order to promote highly effective teachers in order to improve student achievement

Reading and math instructional coaches: provide professional development and modeling to teachers based on their individual needs.

The school-based literacy leadership team includes the principal, assistant principal, instructional coaches, media specialist, reading interventionist, and a representative (lead) from each grade level to help promote reading school-wide and raise student reading proficiency.

The RtI Leadership team discussed data for Tier 1, 2 and 3 students, set targets, addressed academic, social and emotional areas that needed to be addressed and set clear expectations for instruction.

The RtI team members assisted in the construction of the SIP.

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 RtI Leadership team will meet bi-weekly (during PLC's) to look at data and use it to determine instructional decisions, review progress monitoring data at specific grade levels and to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on the data collected, the team will identify professional development and resources that the teachers will need to implement RtI.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of plan, make decisions, and practice new processes and skills that will target "at risk" students, on target students, and students meeting/exceeding the standards and providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.

Title I, Part A

The following services are provided to ensure that students receive nutritious meals, remediation in instruction, and extended learning opportunities:

- BIC- Breakfast in the Classroom- a free breakfast program to all students enrolled at North Shore.
- CEO- Community Eligibility Option- a free lunch program to all students enrolled at North Shore.
- Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten
- Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.
- Full Service Schools- Behavior Intervention Resource
- Girl Matters – Behavior and academic Intervention Resource

Supplemental Academic Instruction (SAI)

If provided, SAI funds provide after school and Saturday school tutoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Robinson	Education Support Employee
Felicia Hardaway	Principal
Kim Gallon	Business/Community
Latasha Milledge	Parent
Margaret Jones	Parent
Jamonte Jackson	Parent
Nicole Dunbar	Parent
Teshema Ford	Parent
Elijah Simmons	Business/Community
Timothy Sloan	Business/Community
Christine Hall	Education Support Employee
Toni Lee	Education Support Employee
Andrea Norman	Education Support Employee
Trevon Douglas	Student
Niyanna Douglas	Student
Ryan Ellis-Kennebrew	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

All stakeholders were given an opportunity to have buy-in and/or participate in the development of the SIP. The team met monthly (3rd Thursday of the month). In most cases, no one showed up to the meeting. When this happened, the principal would reschedule a call meeting and possibly have 2-3 members in attendance. Many of those members are no longer a part of the SAC team.

b. Development of this school improvement plan

All stakeholders were sent an invitation (via marquee', phone tree, and mail) and had the opportunity to have input and buy-in in the SIP. They have all agreed to function as a body to support and guide the school to promote student achievement in every student, every day in order to produce successful and productive citizens in society.

Officers have been established and are working as a body in order to make this year's SAC a success. The SAC meetings will be held on the 3rd Thursday of every month.

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

The spring FTE determined the schools budget. After the annual budget and plan was prepared by the above mentioned stakeholder, the plan was presented to the Shared Governance Committee and the faculty body. It was voted on and approved.

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

These funds were spent at SAC's discretion or an as needed basis in order to promote the success of students. SAC provided student incentives for academic performance.

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
Hardaway, Felicia	Principal
Robinson, Laura	Instructional Coach

b. Duties

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

The major initiatives for the LLT will be to implement a school wide reading program and provide effective reading strategies that teachers and students are able to apply daily in all contents that will promote reading across the curriculum and build fluency and proficiency.

Literacy will be promoted through "Battle of the Books" through the media center and the Accelerated Reader program as well as the "Hardaway's Heros" program; those students that have a passing score will have "Lunch with the Principal"

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 will participate in common planning daily at the beginning of every (7:50am - 8:30am).

They will also participate in Professional Learning Community training and common planning one day per week for 2 hours (per session). In addition, they will have professional development on early dismissal days and early dismissal training days (every other Wednesday).

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

In order to recruit the best teachers for North Shore Elementary school, the leadership team will attend all job fairs and interview candidates as team focusing on each content area. Another way to recruit the best teachers is to welcome and train interns at North Shore Elementary. Over 60% of the school is CET trained and can be a lead teacher for an intern.

1. Provide all Beginning teachers with mentor and instructional support
2. Provide all teachers opportunities to receive research-based professional development in both content and pedagogy (i.e. Coaching cycles, Differentiated Instruction, Best Practices, Classroom Instruction that Works, Data Analysis, Technology Integration, etc.)
3. Develop and monitor individual plan of action (IPDP) and time-line to strengthen teacher skills
4. Administrators and instructional coaches will model lessons in classrooms

The persons responsible will be the principal, assistant principal, school-based and district instructional coaches, PDF

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

Teachers will participate in the MINT program and will be paired with a teacher that has completed CET training and displays the characteristics of a master teacher. The mentors and mentees will meet (as needed), along with the PDF monthly. The mentor teacher will observe lessons and provide feedback to their mentee and the mentee will observe their mentor delivering lessons.

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 identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- other activities that are specific to your school...

Selection Criteria:

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 this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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.

The school's curriculum instructional material was provided by the district. In addition, the school unpacks the items-specs and uses them to drive instruction.

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.

North Shore uses data to provide instruction for students every day, in every class. Students are ability grouped according to data. As they master a skill or standard, they are regrouped according to their need. Small group instruction is conducted in class as well as in push-in/pull-out sessions with the reading and math interventionist. Data is reviewed bi-weekly and FCIM calendars are designed based on data.

Students that are less successful or not proficient receive additional support and tracking from the reading/math interventionists using district approved curriculum material.

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: 2,880

Team Up is an after-school program that is an extension of the day instruction in reading, math, and science. Students in grades 3-5 (and their siblings) were given first choice to enroll in the program based on assessments scores/data. During the enrichment period, students learn through project-based instruction. The day teachers have committed to instructing their students after school as an extension of their day.

Strategy Rationale

To continue intensive instruction in reading/math/science

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Johnson, Jaime, johnsonj@duvalschools.org

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

The data will be collected bi-weekly and compared to the classroom teacher's data and analyzed by the liaison and classroom teacher.

Strategy: Extended School Day

Minutes added to school year: 10,800

An additional hour of reading daily to the traditional school day has been implemented in order to improve reading proficiency.

Strategy Rationale

To promote reading fluency and comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hardaway, Felicia, hardawayf@duvalschools.org

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

Achieve 3000 and teacher data, teacher assessment data, and curriculum guide assessments

Strategy: Weekend Program

Minutes added to school year: 1,080

Saturday School

Strategy Rationale

To continue intensive instruction in reading/math/science

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hardaway, Felicia, hardawayf@duvalschools.org

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

Teacher assessment data

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.

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 18 students per class. North Shore currently has 2 Pre-K units. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/state developed standardized test that is criterion referenced, is administered to determine students'

kindergarten readiness. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency, initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

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 we provide explicit and systematic instruction for prerequisite foundational skills and comprehension then we will support and increase student achievement.

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 we provide explicit and systematic instruction for prerequisite foundational skills and comprehension then we will support and increase student achievement. 1a

 G086980

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of standards and shifts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching Cycle
- Technology
- School Safety Nets (Tutoring/Team-Up/Saturday School)
- School wide strategies
- Saxon Phonic/Spelling
- Achieve the Core

Plan to Monitor Progress Toward G1. 8

Data will be collected through formal and informal assessments.

Person Responsible

Jamia Baker-Madden

Schedule

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

Evidence of Completion

Teacher made assessments, District Assessments, I-Ready, and Achieve 3000

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide explicit and systematic instruction for prerequisite foundational skills and comprehension then we will support and increase student achievement. 1

 G086980

G1.B1 Lack of knowledge of standards and shifts. 2

 B231218

G1.B1.S1 Coaching cycle 4

 S243934

Strategy Rationale

Coaches will coach DCPS teachers on using Florida Standards and the shifts and provide curriculum best practices to increase student achievement.

Action Step 1 5

Observe and identify teachers who need additional support by modeling best practices.

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Lesson plans, logs, and observations

Action Step 2 5

Plan with teachers to teach independently or as a co-teach with coach to deliver lessons and debrief.

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Lesson plans and teacher feedback form.

Action Step 3 5

Monitor or repeat action steps as needed.

Person Responsible

Toni Daniels

Schedule

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

Evidence of Completion

Student data, lesson plans, and observations.

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

Weekly observations

Person Responsible

Toni Daniels

Schedule

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

Evidence of Completion

Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).

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

Weekly observations

Person Responsible

Felicia Hardaway


Schedule

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

Evidence of Completion

Monitoring forms, informal and formal observations, student data/work, and coaches report during leadership meetings.

G1.B1.S2 Grade Level PLC 4

 S243935

Strategy Rationale

Each grade level will collaborate in specific Lesson Studies for the areas of needs of their students based on data.

Action Step 1 5

Lesson Studies

Person Responsible

Laura Robinson

Schedule

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

Evidence of Completion

Leadership team will collaborate with teachers for ongoing lesson study cycles.

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

Lesson study plans, observations, and debriefing through PLC

Person Responsible

Felicia Hardaway

Schedule

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

Evidence of Completion

Lesson study forms, teacher exit tickets, and student work.

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

Observations of lesson study implementation

Person Responsible

Felicia Hardaway










Schedule

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

Evidence of Completion

Lesson study forms, observations, student work, and continuation of effective lesson delivery

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  M327428	Data will be collected through formal and informal assessments.	Baker-Madden, Jamia	9/12/2016	Teacher made assessments, District Assessments, I-Ready, and Achieve 3000	6/2/2017 biweekly
G1.B1.S1.MA1  M327424	Weekly observations	Hardaway, Felicia	9/12/2016	Monitoring forms, informal and formal observations, student data/work, and coaches report during leadership meetings.	6/2/2017 weekly
G1.B1.S1.MA1  M327425	Weekly observations	Daniels, Toni	9/12/2016	Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).	6/2/2017 weekly
G1.B1.S1.A1  A315671	Observe and identify teachers who need additional support by modeling best practices.	Hardaway, Felicia	9/12/2016	Lesson plans, logs, and observations	6/2/2017 weekly
G1.B1.S1.A2  A315672	Plan with teachers to teach independently or as a co-teach with coach to deliver lessons and...	Robinson, Laura	9/12/2016	Lesson plans and teacher feedback form.	6/2/2017 weekly
G1.B1.S1.A3  A315673	Monitor or repeat action steps as needed.	Daniels, Toni	9/12/2016	Student data, lesson plans, and observations.	6/2/2017 weekly
G1.B1.S2.MA1  M327426	Observations of lesson study implementation	Hardaway, Felicia	9/12/2016	Lesson study forms, observations, student work, and continuation of effective lesson delivery	6/2/2017 quarterly
G1.B1.S2.MA1  M327427	Lesson study plans, observations, and debriefing through PLC	Hardaway, Felicia	9/12/2016	Lesson study forms, teacher exit tickets, and student work.	6/2/2017 weekly
G1.B1.S2.A1  A315674	Lesson Studies	Robinson, Laura	9/12/2016	Leadership team will collaborate with teachers for ongoing lesson study cycles.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If we provide explicit and systematic instruction for prerequisite foundational skills and comprehension then we will support and increase student achievement.

G1.B1 Lack of knowledge of standards and shifts.

G1.B1.S1 Coaching cycle

PD Opportunity 1

Plan with teachers to teach independently or as a co-teach with coach to deliver lessons and debrief.

Facilitator

Coaches and Admin

Participants

Teachers

Schedule

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

PD Opportunity 2

Monitor or repeat action steps as needed.

Facilitator

Coaches and Admin

Participants

Teachers

Schedule

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

G1.B1.S2 Grade Level PLC

PD Opportunity 1

Lesson Studies

Facilitator

Coaches and Admin

Participants

Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Observe and identify teachers who need additional support by modeling best practices.	\$0.00
2	G1.B1.S1.A2	Plan with teachers to teach independently or as a co-teach with coach to deliver lessons and debrief.	\$0.00
3	G1.B1.S1.A3	Monitor or repeat action steps as needed.	\$0.00
4	G1.B1.S2.A1	Lesson Studies	\$0.00
Total:			\$0.00