

Marion County Public Schools

Dr N H Jones Elementary School



2016-17 Schoolwide Improvement Plan

Dr N H Jones Elementary School

1900 SW 5TH ST, Ocala, FL 34471

[no web address on file]

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	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

**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 Marion County School Board on 1/24/2017.

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 Dr N H Jones 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.

In an innovative environment, students will excel in basic academics with enhanced learning in math, science, technology and media production.

b. Provide the school's vision statement.

Dr. N. H. Jones Elementary, where every child will achieve academic excellence.

2. School Environment

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

Dr. N. H. Jones uses a variety of instructional programs to expose our students to different cultures and experiences. Project-based learning is the core of many of our teachers' instructional approach. These projects provide opportunities for students to research and report on individual countries. The projects are then displayed for other students to peruse and learn interesting details about the cultures of the countries. We have a very diverse school population. Students from Bermuda, India, Bangladesh, Nigeria, Canada, and several other international countries make up our population.

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

All classroom doors are kept secure and locked throughout the day. The school adheres to a very strict sign-in policy. Visitors are expected to first sign in through the front office through V-Soft. V-Soft is used to scan the individual's driver's license to ensure there are no criminal issues with the individual. All volunteers are screened through a law enforcement check and then either approved or disapproved for involvement at the school. The school is totally fenced in and entrance is only permitted through the front office. Students are required to go everywhere on campus using the "buddy" system. Individual students are not permitted to move around the campus without a peer accompanying them. Fire drills are practiced on a monthly basis. Emergency situations that would require a "lock-down" setting are practiced throughout the year. A district representative monitors and critiques at least one of these situations. The Student Services Manager works closely with the students to address appropriate and inappropriate behavior. Bullying is not permitted and the Student Services Manager has a mailbox established outside of her office to encourage students to refer anonymously any bullying situations. Parent communication is extremely efficient through teacher emails, teacher websites, phone contacts, texting, or face-to-face conferences. Students are frequently recognized on the school morning show, "Panther Prime Time," displaying exemplary acts of kindness. Also, many students have the opportunity to provide input on classroom rules and expectations in the beginning of each year.

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 goal is to foster a positive culture where all stakeholders demonstrate respect, responsibility, kindness, and safety through modeling and positive reinforcement. The school uses the school wide

universal sign of "give me 5, " which means the student is to hold up their "five" fingers, immediately stop talking, and focus their attention on the adult who is talking to them. This sign can quiet a whole cafeteria in only seconds! We also have a set of five school wide rules that are posted in every classroom and reviewed often by the teachers. Each morning on the morning show, we recite the Student Pledge, which includes the following lifelong guidelines: trustworthiness, truthfulness, active listening, NO put downs, and personal best. Each month students are selected who are examples of the Character Trait of the month. These students are then recognized at each nine weeks Awards Assembly. Our Student Services Manager, Guidance Counselor, and School Social Worker offers a six-week after school program for students who need extra support with managing their 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.

Our Guidance Counselor is always accessible to all of the students. Teachers will solicit her help to counsel students who are having academic struggles, having social issues, and/or having family issues. We also have a very active mentoring program. One of our Parent Volunteers, along with our Student Services Manager, coordinates the program. We have a "Mentoring" room set up with resources the mentor can use to engage the student in a fun activity. Mentors are also trained before being allowed to mentor a student. Many mentors have followed their student from Kindergarten through 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.

Dr. N. H. Jones Elementary is a magnet school that sets forth specific guidelines for behavior, academic, and attendance criteria. Students that do not adhere to these guidelines are issued probation letters and normally improve. In the event there is no improvement, the student will be reassigned to their base school after interventions have been unsuccessful due to effort on the part of the student or/and parent.

We provide academic and behavioral interventions to remediate the problem, especially for students that exhibit early warning signs for more than two indicators. Early warning indicators used in the system include:

1. Guidance Referral (2 or more)
2. Social Worker Referral (2 or more)
3. Attendance (below 90 percent)
4. Discipline (1 or more OSS)
5. Level 1 or 2 on FSA
6. Scoring below 25% on Aimsweb Benchmark
7. Grades (D or F in Math or ELA)

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

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

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

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	1	0	0	0	0	0	0	0	0	0	1

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

Two of our students performed at a level 1 on the English Language Arts Florida Standards Assessment. These students along with other students that exhibit academic weaknesses are provided interventions through many avenues. Several of these students utilize the I-Ready reading and/or math intervention in a lab setting with an instructor encouraging them to do their very best. Students also receive intensive reading remediation through Wonders, Corrective Reading, and small group instruction. We use small group assistance for reading through paraprofessionals and teachers. A few other programs that are being used in the primary grades for students who perform low on AIMS and end of year assessments include: Waterford, Wonders, I-Ready, and Reading Mastery. To improve the academic performance of students identified by the early warning system we will provide 90 minutes of uninterrupted ELA block (Whole Group and Small Group Differentiated Instruction) and low performing students receive an additional 60 minutes of ELA interventions a week.

The low performing math students receive the Go Math intervention materials, hand on learning opportunities through small group, and/or I-Ready. Students are progress monitored in AIMS web by a designated school personal to assure the fidelity of the progress monitoring. This is in the area of reading and math.

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

We are not a Title I school, but are a magnet school and have outstanding parent involvement. Every year during the second week of school, we have a huge open house for our kindergarten parents.

Each teacher prepares a power point presentation and discusses curriculum and kindergarten activities for the entire school year. Each class usually has almost 100% participation. After Labor Day we have Open House for grades 1-5, which also has a large participation rate. Classes throughout the year have special parent involvement events that provide parents many opportunities to visit and be present at the school. We have book clubs beginning in first grade where parents come weekly and conduct a book club of about 5-7 students. The parents prepare study activities for the students. Many of our parents volunteer in our mentoring program which target students needing both academic and emotional support. Parents are also kept informed by attending regularly scheduled parent/teacher conferences. Parents will continue to be kept informed of their child's progress through Family Access, Parent-Teacher conferences (face to face or phone), progress reports, and report cards. Teachers also provide parents with daily notes concerning behavior or an academic notification.

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.

Dr. N. H. Jones currently has four business partners. All of the partners are parents of students in the school. The business partners support the school both financially through an annual donation of \$2,500 from each business partner. One of the business partners also serves as the business representative on the School Advisory Council. The school sustains the partnership by having their names on the sign in front of the school and also by posting their names on the monthly newsletter. We also have many parents that donate funds to sustain the software programs of the school and wish to remain anonymous. We have a very, very supportive community of the school. Many businesses contribute gifts or items to our Fall Festival Silent Auction that enables the school to generate over \$20,000 of proceeds back to the school.

Because we had 7 new faculty and staff members at Dr. NH Jones, we partnered with the Florida State Fire College to do some team building activities. Our activities included travelling through a maze (like a fireman would do traversing a building filled with smoke and debris), learning to properly use a fire extinguisher, chopping wood with an axe, a simulation of extricating someone from a car, and rappelling from the fire tower as well as learning to belay a team member back up the tower.

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
Gary, Dawana	Principal
President, Nicole	Psychologist
Levandowski , Cynthia	Instructional Coach
Sneed, Gwen	School Counselor
Kemp, Ashley	Assistant Principal

b. Duties

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

The Principal is responsible for data analysis and helping the school stakeholders develop goals in the School Improvement plan to address those areas of need. The principal also oversees the financial budgets to ensure all resources meeting individual student needs have been purchased. The Assistant Principal is also responsible for establishing the agendas and recording notes from each of the MTSS meetings to ensure that follow-up and implementation of strategies are carried out. The Assistant Principal and the Professional Development Specialist work together to target students needing Tier 2 and Tier 3 interventions. Student needs are addressed and monitored at the frequently scheduled MTSS meetings. The Professional Development Specialist models best practices for instructional delivery and follows up with the teacher to provide a 360 coaching experience. The Professional Development Specialist also delivers professional development to groups of teachers and/or one on one based on area of needs and administrator's classroom observations. The Guidance Counselor is a very important member of the Leadership Team and ensures that if students need physical support, such as glasses, counseling, etc., that service is provided as needed. The Counselor also ensures that any required paper work that needs to be done to continue the MTSS process is provided, submitted, and monitored for timely completion. The Guidance Counselor supports the teacher during parent/teacher conferences. The School Psychologist is a member of the team to ensure that if there is a need for any additional testing, instructional resources, and evaluations that it is completed in a timely manner. The Instructional Coach helps to determine the effectiveness of the intervention programs and strategies being used to address each student's weaknesses.

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 school-based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Frequent MTSS meetings are conducted to monitor targeted students' academic performance. Data results from classroom assessments, districts assessments, and teacher observations are compiled to ensure appropriate interventions are working. If data is not indicating evidence of success, new strategies will be developed.

Title I Part A: We are a non-Title I School and receive no Title I funding.

Title I - Part C: Migrant Program: In the event our school receives any migrant children, we will coordinate with the district to meet these students' needs.

Title I - Part D: Neglected and Delinquent: Our guidance department addresses all social and economic needs of our students.

Title II - Part A: District provides staff development activities to improve basic educational programs and assistance to administrators and teachers in meeting highly qualified status.

Title III - Part A: Services are provided through the District for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services, referrals...) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Dr. N. H. Jones Elementary uses its SAI dollars to fund the Dean and Guidance Counselor positions to provide both social and emotional support to our students.

Exceptional Students Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee our school health clinic.

Voluntary Pre-Kindergarten Program: State funded Pre-K programs are advertised to encourage parents to take advantage of this readiness program.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Dr. N. H. Jones participates in the Drug Awareness Resistance Education (D. A. R. E.) program annually that is sponsored by the local Ocala Police Department.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jodi Wilson	Parent
Sharese Ajuzie	Parent
Jennifer Eggers	Parent
Dawana Gary	Principal
Linda Plunkett	Parent
Nicole President	Parent
Suzy Schmeltz	Parent
Stephanie Simon	Parent
Melanie Slaughter	Parent
Jimenez Natalia	Education Support Employee
Heather Miller	Parent
Jennifer Wilson	Parent
Ashley Parr	Parent
Melissa Hitchcock	Teacher
Judd Reed	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

We will analyze the 2015-2016 FSA data with our SAC and determine outcomes of our school improvement goals. The big goal we have set for our School Improvement Plan last year was to improve our performance in the area of English Language Arts.

b. Development of this school improvement plan

The SAC is involved in the school improvement plan through the discussion of each of the goals during each of the meetings. The strategies and resources are discussed for each goal area. Discussion along with questions and answers are addressed to ensure parents understand. Instructional resources are discussed that have been purchased to address the areas needing improvement.

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

We are a non-title one school, so the only money we have to discuss is the district instructional budget. The majority of that money is used for the copy machine lease and the purchase of instructional supplies, such as paper, etc. from our local warehouse. The bulk of our money for the purchase of curriculum materials is generated through the fundraising efforts and donations of our parents.

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

No funds are available at this time.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

We are very close to being in compliance compliant with our representation of SAC members being correlated to our student ethnic background. We need to recruit Asian representatives to be in full compliance. 10% of our students are Asian. We will continue to solicit and recruit members that are currently not represented on the SAC.

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
Gary, Dawana	Principal
Levandowski , Cynthia	Instructional Coach
Kemp, Ashley	Assistant Principal

b. Duties

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

The major initiative of the LLT this year is to facilitate effective implementation of the newly adopted Florida Assessment Standards. We are working closely with the district support group and our school based instructional staff to ensure the teachers are knowledgeable of the standards and effectively plan for instruction based on identifying compact, important, & essential standards, determining the dos and knows, as well as implementing rigorous assignments. To help ensure students master the

required skills, the school focuses on incorporating the effective use of key components, in the core reading program. To increase teacher knowledge of the assessments embedded in the core reading program, that can be used for tools to evaluate student understanding of the material, trainings are provided often.

We are also implementing the use of Achieve 3000 with all of our students in grades 3rd-5th and two 2nd grade classrooms. Professional development will be provided for all teachers to encourage use of the Achieve 3000 program with all of their students, using the stories that have various lexile levels, using the graphic organizers to help grapple with the text, and applying the information obtained into a writing sample using the evidence from the text. Goals are being set for students and reports are being monitored weekly to help facilitate a higher level of engagement for the students in the program.

The LLT will utilize the Building Teachers' Capacity for Success approach to develop instructional personnel into refined teachers of English Language Arts through strategic conversations. We plan review last year's book study on Mindset by Carol Dweck. The LLT will also promote literacy within the school through our Professional Learning Community that will focus on the rigor and planning for effective student assignments.

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.

Each faculty and staff member was provided with the book, "The 5 Languages in the Workplace" to help promote a positive working environment. A blog has been created that keeps the discussions ongoing throughout the school year. Also, the school has a Master Schedule that allows the teachers to have specials at the same time each day so that there will be time for grade level collaboration meetings and vertical planning. Grade levels will meet frequently to collaborate and provide the administration with minutes from their meetings. Administration will be present for Professional Learning Communities. During data meetings, we will also analyze Learning Checks at each grade level to look for trends that can be addressed through the instructional delivery process. During collaboration meetings, teaching tools will be shared, i. e. graphic organizers, Document Based Questioning strategies, weekly, and unit assessments from the Core reading program.

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

The Principal is responsible for recruiting highly qualified teachers, however an interview committee is established when a job posting becomes available. In order to recruit candidates, the principal reaches out to contacts at colleges and universities. References are checked to determine indicators for highly effective teachers. Once teachers are hired, much support and mentoring is provided to ensure confidence and success. New teachers are assigned someone at that grade level to serve as their mentor to help answer questions about school policies and procedures. Teachers are encouraged to obtain additional certification and endorsement for both areas of gifted and reading endorsement.

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

This year we have 6 new teachers to our school, with varied teaching experiences from other schools. Mentors are assigned based on grade level, subject area expertise, and/or personality similarities to ensure that teachers are supported and informed of school procedures and policies, as well as curriculum support. Each mentor has introduced themselves to their mentee and have begun to support

them in areas of individual needs. Dr. N. H. Jones has a very family oriented staff and do an excellent job of working very closely together.

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.

Our teachers plan each lesson based on the Florida Standards. Teachers utilize the district curriculum maps to assist in planning Units and daily lesson plans with resources such as, Wonders, Go Math, Achieve 3000, IXL, etc. Each lesson plan must identify the Florida Standards that the activity addresses. The curriculum maps also provide teachers with additional resources and links and aligns lessons to the district core Reading curriculum, which is the Wonders Reading Program by McGraw Hill. Each grade level meets frequently to collaborate and review the skills used to teach the standards as noted in the curriculum guides.

The teachers are using the core math program, Go Math, to ensure the students are exposed to the math vocabulary that will be used in the assessments.

District Learning Checks and Item Bank and Test Platform will continue to be utilized to determine if students are mastering the FL Standards. During Synergy team meetings, our Tier I instruction and data are analyzed for trends and are problem-solved.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At the beginning of the year, every teacher receives a student "profile" card that lists the students performance on the previous year's reading and math assessments. Special programs, i. e. ESOL, ESE, Gifted are also noted on the cards. Aimsweb benchmark data is provided to teachers in order to identify students falling below the 25% and provide those students with intense instructional interventions. Additionally, teachers in Grades 4 and 5 will receive a student profile sheet that has all the students listed by FSA Levels in both reading and math. The students that are fall in the school's bottom quartile will be identified. The FSA Level and the scale score range will be noted so that the teacher can discern where the student fell within the level. This will help the teacher in setting up their differentiated groups. It also targets those students who are non-proficient and who will be receiving remediation. Furthermore, at a glance those students needing enrichment are identified as well.

Students scoring in the non-proficient areas for Grades 1-5 will receive intensive immediate instruction from their classroom teachers. Many programs are used to provide this: Waterford, Read Naturally, Voyager, I-Ready, and Reading Mastery. Also, students in Grades 3, 4, and 5 will receive instruction in reading and writing through the strategy of "Document Based Questioning (DBQ)" that all teachers have received training on. Teachers in Grade K-5 are using the Leveled Readers in the Core reading program to differentiate the reading instruction for each student. The readers are written on three levels, "Approaching, On, and Beyond." This allows the student to grapple with varied text and vocabulary.

The STAR reading test is given three times a year: Sept., Jan., and Apr. to test the student's reading level to ensure improvement is obtained in reading and that the level is increasing. Independent reading materials are selected for the Accelerated Reader program based on the STAR reading levels. Teachers set individual goals for the students to obtain each nine week grading period.

Furthermore, Achieve 3000 (Kid Biz) also allows teachers to differentiate instruction by utilizing student Lexile levels.

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: 720

Teachers use resources provided by Curriculum Associates called Florida Ready to reinforce the instruction of the basic reading skills: comprehension, vocabulary, compare and contrast, sequencing, etc. Students meet one hour twice a week for six weeks prior to the state assessment test.

Strategy Rationale

Students are in small groups and the practice is guided direct instruction provided by a highly qualified teacher to address skills that have difficulty being mastered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gary, Dawana, dawana.gary@marion.k12.fl.us

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

Students will demonstrate improvement on their classroom learning checks.

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.

Although we do not have a head start or a VPK program, we do work with private providers in facilitating the transitioning of our PreKindergarten students into our school. Private providers are scheduled to bring their students for Kindergarten classroom visits. During these visits students observe current Kindergarten students interacting with each other and teachers. We also have frequent parent meetings and after the first week of school, we have a special orientation evening for just our kindergarten parents.

Our 5th grade students meet together in an assembly with administration and Guidance Department from Howard Middle School. At that time rules, procedures, and questions/answers are discussed for their 6th grade program. Articulation meetings are held for our ESE students.

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.

Marion County Public Schools implements standards provided by the state that are set prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-5) and subject so they will be prepared to succeed in college, careers and life.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- 1) A curriculum driven by problem solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- 2) Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- 3) Independent and collaborative research projects embedded in the curricula.
- 4) Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- 5) Real-world, problem-based applications.
- 6) Content rich instruction.

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

Science, Technology, Engineering, & Mathematics(STEM) activities are planned and implemented by our teachers across the curriculum school-wide.

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.

As indicated in the data report, less than 80% of our students made learning gains on the FSA assessment for both ELA and Math.

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.

Most of the students that did not make a learning gain or fell in the bottom 25% are proficient students that earned level 3, 4, or 5 on FSA.

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 teachers create an engaging student learning environment and plan rigorous student assignments that are aligned with Florida Standards then student learning gains will increase by 10% in both ELA & Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers create an engaging student learning environment and plan rigorous student assignments that are aligned with Florida Standards then student learning gains will increase by 10% in both ELA & Math. **1a**

G087366

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	85.0

Targeted Barriers to Achieving the Goal **3**

- Barriers for this school year include: 1) teachers continue to learn the Florida Standards 2) teachers are still familiarizing themselves with all the resources available at the state and district level to help them teach and assess the new standards 3) teachers might not feel comfortable collaborating with other teachers.

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

- We will utilize our full time Professional Development Specialists as a resource to provide assistance with unraveling the standards, modeling effective instruction, and to provide professional development as it relates to mastering the Florida standards. Also, the partnership with the Discovery Science Center will help us learn how to team build in order for teachers to effectively collaborate together. Also, we will continue to use the Achieve 3000 software program as a resource to differentiate instruction using Lexile rank. This program allows teachers plan non-fiction articles for students to read and write about and then monitor their progress on a weekly basis. Graphic organizers are used to ensure students are gathering facts and expressing the information obtained from those facts in a logical and interpretive manner. Reading Mastery and I-Ready are being used for interventions for students in the MTSS process. Leveled Readers in the Core reading program are being used to help students grapple text and understand vocabulary to help their comprehension and understanding of information read. All teachers in grades 3-5 have been trained in the the DBQ (Document Based Process) to help students learn to read and interpret text so that the student can justify their answers to questions.

Plan to Monitor Progress Toward G1. **8**

Learning checks and Aimsweb data will be collected and reviewed throughout the year to determine progress toward the goal. Kid Biz Lexile performance data will also be reviewed to determine how students are achieving on their reading selections. STAR reports will be monitored to ensure student reading levels are improving. Academic grades will be monitored to see which students needs additional remediation or interventions.

Person Responsible

Dawana Gary

Schedule

Every 6 Weeks, from 8/3/2016 to 5/30/2017

Evidence of Completion

Students will be scoring above 80% on their Learning Checks. Students will be scoring above 75% on their Kid Biz articles. STAR reports will be improved for 90% of the students.

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 teachers create an engaging student learning environment and plan rigorous student assignments that are aligned with Florida Standards then student learning gains will increase by 10% in both ELA & Math. **1**

 G087366

G1.B1 Barriers for this school year include: 1) teachers continue to learn the Florida Standards 2) teachers are still familiarizing themselves with all the resources available at the state and district level to help them teach and assess the new standards 3) teachers might not feel comfortable collaborating with other teachers. **2**

 B232175

G1.B1.S1 Additional time for weekly collaboration to work in Professional Learning Communities are scheduled to plan units that have alignment to the standards, rigor, and effectiveness of their student assignments. The Master Schedule was developed to allow teachers at all grade levels a common planning time to facilitate collaboration and exploration of strategies for instruction of the standards. Frequent collaboration meetings are planned throughout the month to accommodate this collaboration period. **4**

 S245032

Strategy Rationale

Becoming familiar with the available resources and obtaining more information about the formative assessments that are available will alleviate some of the barriers.

Action Step 1 **5**

The action will be on-going professional development activities such as Kagan Cooperative Learning and Professional Learning Communities that will allow teachers to collaborate to develop strategies that address evaluating student assignments for rigor and effectiveness of aligning with the Florida standards.

Person Responsible

Dawana Gary

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Minutes from PLCs Sign-In sheets Review of Lesson Plans

Action Step 2 5

Partnership with Discovery Science Center to do teambuilding activities

Person Responsible

Ashley Kemp

Schedule

Evidence of Completion

Sign-In Roster

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

Minutes from PLCs will be taken at each collaboration and action plans will be developed with strategies and resources listed that will be used to address the Florida Standards.

Person Responsible

Dawana Gary

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Minutes from meetings

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

Walkthroughs for observation of Kagan Cooperative Learning strategies will allow us to monitor and support the effectiveness of the implementation.

Person Responsible

Dawana Gary






Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

TNL reports

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.B1.S1.A2  A317238	Partnership with Discovery Science Center to do teambuilding activities	Kemp, Ashley	8/31/2016	Sign-In Roster	No End Date one-time
G1.MA1  M329949	Learning checks and Aimsweb data will be collected and reviewed throughout the year to determine...	Gary, Dawana	8/3/2016	Students will be scoring above 80% on their Learning Checks. Students will be scoring above 75% on their Kid Biz articles. STAR reports will be improved for 90% of the students.	5/30/2017 every-6-weeks
G1.B1.S1.MA1  M329947	Walkthroughs for observation of Kagan Cooperative Learning strategies will allow us to monitor and...	Gary, Dawana	8/3/2016	TNL reports	5/31/2017 monthly
G1.B1.S1.MA1  M329948	Minutes from PLCs will be taken at each collaboration and action plans will be developed with...	Gary, Dawana	8/3/2016	Minutes from meetings	5/31/2017 weekly
G1.B1.S1.A1  A317237	The action will be on-going professional development activities such as Kagan Cooperative Learning...	Gary, Dawana	8/3/2016	Minutes from PLCs Sign-In sheets Review of Lesson Plans	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers create an engaging student learning environment and plan rigorous student assignments that are aligned with Florida Standards then student learning gains will increase by 10% in both ELA & Math.

G1.B1 Barriers for this school year include: 1) teachers continue to learn the Florida Standards 2) teachers are still familiarizing themselves with all the resources available at the state and district level to help them teach and assess the new standards 3) teachers might not feel comfortable collaborating with other teachers.

G1.B1.S1 Additional time for weekly collaboration to work in Professional Learning Communities are scheduled to plan units that have alignment to the standards, rigor, and effectiveness of their student assignments. The Master Schedule was developed to allow teachers at all grade levels a common planning time to facilitate collaboration and exploration of strategies for instruction of the standards. Frequent collaboration meetings are planned throughout the month to accommodate this collaboration period.

PD Opportunity 1

The action will be on-going professional development activities such as Kagan Cooperative Learning and Professional Learning Communities that will allow teachers to collaborate to develop strategies that address evaluating student assignments for rigor and effectiveness of aligning with the Florida standards.

Facilitator

Dawana Gary, Principal; Ashley Kemp, Assistant Principal

Participants

All teachers in Grades K-5

Schedule

Weekly, from 8/3/2016 to 5/31/2017

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	The action will be on-going professional development activities such as Kagan Cooperative Learning and Professional Learning Communities that will allow teachers to collaborate to develop strategies that address evaluating student assignments for rigor and effectiveness of aligning with the Florida standards.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Dr N H Jones Elementary School	Other		\$10,000.00
			Notes: PO Sponsored Kagan training for all teachers.			
2	G1.B1.S1.A2	Partnership with Discovery Science Center to do teambuilding activities				\$0.00
Total:						\$10,000.00