



# Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

## School Grades History

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

*\*Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

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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 Rutledge H. Pearson Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with tools and skills needed to realize their highest level of achievement and to strive for academic, social, and physical excellence through rigorous quality and challenging curriculum, and flourishing learning environment.

##### b. Provide the school's vision statement.

The faculty and staff at Rutledge H. Pearson Elementary School will deliver a rigorous curriculum for a diverse population of students by addressing the needs of the total child and ultimately producing lifelong learners.

#### 2. School Environment

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

A good relationship between a teacher and student forms the foundation for behavioral, social and academic learning. At Rutledge Pearson we learn about our student's culture and build relationships between teachers and students by fostering positive teacher-student relationships. While the teachers are forming relationships and learning about the whole child they are also creating a respectful environment by listening carefully when students speak or ask questions, teachers are accessible to students throughout the day, and value their opinion. Through this the teacher shows the student that she/he is valued as an individual worthy of respect which helps build teacher-student relationships.

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

To ensure our students feel safe and respected before during and after school our faculty does the following:

- Positive relationships (Teacher-student or Staff member-student)
- Strong rituals and routines throughout the school
- Communication & listening to the students
- Working with the design team and school therapist on interventions for specific problems
- Setting clear and consistent expectations for behavior using the school-wide PBIS & CHAMPS
- A nurturing atmosphere and opportunities for student leadership

##### 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.

Rutledge Pearson uses CHAMP's, school-wide PBIS, and Guidelines for Success as our school wide behavioral systems. All staff members model the Guidelines for Success (PAWS: Positive Attitudes Working for Success) through their actions, attitudes, and behavioral expectations for all students. In addition to modeling daily we establish clear behavioral expectations in all school settings by relating students actions to our Guidelines for Success and encouraging students to be trustworthy,

respectful, responsible, kinds, have self-control, have a positive attitude, and show effort and good citizenship. The teachers use the HERO program as a reward system to encourage positive behaviors in and outside of the classroom on a daily bases. The teachers view minor misbehavior's as teaching opportunities with corrections or consequences and works with the administration to solve severe or chronic 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.**

The social-emotional needs of our students are met by teaching our students relationship skills, responsible decision making, and self-management. Active forms of learning are primarily taught by classroom teachers, such as role playing and behavioral rehearsal and provide students with opportunities to practice these skills. The behavior specialists, school counselor, and clinical therapist reinforce those skills taught in the classroom by modeling skills to expand students' capacity for skill practiced in one on one and small group situations.

**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.**

Attendance:

- Track tardy
- Early check out

Suspensions:

- Monitor daily TRACKERS grades
- Monitor HERO points

Course Failure/Level 1 on State Assessment:

- Use Data Notebooks to track progress
- Failure to complete classwork/homework
- Unsuccessful on instructional focus tests
- Progress Reports
- Focus Parent Portal
- Use Whole Child student notebooks

**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	26	0	1	0	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	7	5	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	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	2	0	0	0	1	0	0	0	0	0	0	0	3

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

Attendance:

- Track tardy students
- Track early check out students
- Parent conferences

Suspensions:

- Mentor Program
- Build relationships
- Parent Conference
- Whole child
- Full Service School Therapist
- HERO Points

Course Failure/ Level 1 on State Assessment:

- Catch up
- Interventions
- Extra 30 minutes of math daily
- Extended hour of the school day
- Extra support through the Summer Academy

**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**

In order to building positive relationships & communicate our mission and vision statements with families we do the following:

- Meet & Greet
- Open House
- Parent Information night
- Title I Parent Meetings
- Donuts & Dad's/Muffins & Mom's Meetings
- TEAM UP student performances
- Encourage families to participate in Family Building Better Readers.
- Offer monthly Reading Night (Literacy Nights)

To keep parents informed about their child progress we do the following:



- Quarterly Parent/Teacher
- Report Card
- Access to Parent Portal through Focus
- Progress Reports every three weeks
- Weekly notices
- Parent Conferences

**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.**

At Rutledge Pearson Elementary we sustain partnership with the local community to promote student achievement through our Shared Decision Making Committee, the Bridge of Northeast Florida, and the local police enforcement. Our Shared Decision Making Committee provide opportunities for our school to explore ways to restructure delivery of instruction and services to better meet the needs of students. The Bridge of Northeast Florida employs local community staff members to assist daily in homework and tutoring with the students as well as enrichment activities including arts and crafts, sports and educational field trips. Our local police department meets with the safety patrols about their responsibility while on duty as well as in the classroom.

**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
Little-Bartley, Erica	Principal
Jackman, Katasha	Assistant Principal
McGhee, Fernando	Dean
Coker-Hay, Charmaine	School Counselor

**b. Duties**

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

Pearson's RTI Leadership Team consists of the Principal (Erica Little-Bartley), Assistant Principal (Katasha Jackman), Reading Interventionist (Debra Young) VE Resource Teacher (Carol Wallace), Behavior Interventionist (Fernando McGhee), and School Counselor (Charmaine Coker-Hay)

**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 Principal leads the faculty in a review of the data. The RTI Leadership Team will meet individually with the grade level teams to develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School

Advisory Council for review and recommendations. The Leadership Team finalizes the plan. The School Improvement Plan becomes a living document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RTI to inform instruction and made mid-course adjustments as data are analyzed.

Title X Homeless: Pearson has a Full Service Therapist on campus at all times. She provides social service referrals, clothing, school supplies, etc.

Supplemental Academic Instruction: SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all Level 1 & 2 students.

Violence Prevention Programs: Foundations, HERO, and CHAMPS Programs are fully implemented and directed by the Behavioral Interventionist and the Assistant Principal.

Pearson's after-school program is funded by a federal grant under the direction of the Bridge of Northeast Florida.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Erica Little-Bartley	Principal
Charmaine Coker-Hay	Teacher
Carol Wallace	Education Support Employee
Monica Spencer	Parent
Stacey Sheppard	Business/Community
Monique Highmsith	Business/Community
Catherine Henry	Parent
Donte' Henry	Student

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

The school advisory council is presented the school improvement plan and given time to review and provide new ideas. After discussing certain topics the advisory council approved the implementation of the new plan.

*b. Development of this school improvement plan*

Monthly SAC meetings and surveys will be given for feedback. Monthly newsletters will provide the results of these surveys and opportunities for comments.

SAC committee members participated in the development of the SIP within the months of August and September. They also give input as to which area of funds are to be utilized. This committee will be given input at quarterly reviews to assure that the SIP is being implemented correctly.

All parents are invited to participate in the development, implementation and evaluation of the SIP. Parents that participate are asked to sign in at each meeting. Suggestions from everyone are acknowledged, discussed, and then addressed at these meetings.

All meetings notes and sign in sheets will be placed in Title Audit Box as documentation.

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

Mrs. Bartley presents the annual budget to the school advisory council and they provide feedback of any need for change.

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

Daily agendas: \$841.50  
Curriculum Books: \$1,031.49

**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
Little-Bartley, Erica	Principal
Jackman, Katasha	Assistant Principal
Hawkins, Karen	Teacher, K-12

**b. Duties**

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

The LLT will Continue to develop analytic thinking at the synthesis level through a school-wide emphasis on written response to literature. The Literacy team is comprised of a representative from each grade level. The committee will help to create and share effective and engaging literary practices that can assist their peers in the classroom. The committee will also sponsor parent nights to communicate strategies that can be used to help students at home. Other activities may include Literacy Week, FSA Literacy Night, and Read Across America.

**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.**

In our school we have a very low turnover rate of teachers due to the constant feedback that teachers feel connected to colleagues and supported by them. The teachers are given time to plan with their grade level as well as the coaches weekly. The coaches and interventionist regularly assist in

classrooms modeling lessons, providing feedback, and working with students. During the teachers RTI time every teacher has another adult push into their classroom daily to help work with the students who are struggling.

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

The Principal serves as the first line of communication in the process. The Reading and Math/Science Coaches will interface with the district to prepare for the new curriculum guide roll out. The Principal conducts voluntary professional development book studies after school showing the staff how to use meta-cognitive strategies in their daily lessons. Other professional development at our school consists of training teachers how to break down data, creating prescriptive plans for remediation, and managing resources for the differentiated instruction. The VE Resource Teacher will help coordinate prescriptive plans with IEP's when necessary. She will also serve as the resource for accommodations and modifications for all students. The Guidance Counselor and Behavior Interventionist will address nonacademic matters that affect performance and impact literacy development.

The Principal also works with the Recruitment Team in Human Resources to recruit highly qualified, certified teachers.

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

Pearson matches beginning teachers with master teachers in the same grade level for support.

Daily meetings /Observations / Modeling /Analyzing Data /Differentiating Instruction

## **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 academic coaches break apart the Common Core standards while using the item specs to find additional resources that align with the appropriate materials for instruction. The coaches then create an instructional focus calendar for each subject with standards that will be taught and what materials the teachers will use to meet the standard.

Our teachers use the item specs and break apart the standards they are responsible for teaching. As an additional resource teachers use CPALMS, Engage NY, Eureka Math, The Common Core Lesson Book, Measure Up, and Chart Sense to help with alignment for curriculum mapping, additional lesson plans, and lesson study support.

#### **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 Rutledge Pearson our teachers and school leaders use student performance data and information from ongoing classroom assessment to differentiate instruction. Teachers use data from tests, i-

Ready, Achieve 3000, exit tickets, daily classroom observation, and home learning to create their differentiated instruction groups for the next day. Every student receives daily differentiated instruction in reading and math. This means students are in small groups or one-on-one with an adult using the four column method to remediate on assessments or working on skills the students are weak in. Within the small groups the teacher provides students with another way to learn the skill then allows them additional time to practice. Once the teacher observes mastery of the skill the student completes a mini assessment to show whether or not they have mastered the skill. These groups will change daily or weekly depending on how long it takes the students to master the skill being taught.

**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:** 32,400

Team Up provides opportunities for instruction in core academic subjects, reading and math, and enrichment activities that contribute to a well-rounded education.

**Strategy Rationale**

Students need extra support in their home learning to help with any misconceptions they might have.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

Progress reports every nine weeks.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

The extra hour allows time for an intensive reading block from 3:00-4:00 everyday. During this hour every student in our school works on reading meta-cognition strategies either with their teacher, in small groups, or independently.

**Strategy Rationale**

This extra hour allows time for students to practice independent reading as well as work on skills they are not yet proficient in.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

Reading assessments and progress reports

**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.**

Pearson has an in house Pre-K program funded by Title 1. The pre-K teacher serves on the Kindergarten Learning Community. Using the data from GRTR, and VPK Assessment Test, FLKRS, strengths and weaknesses of both programs are identified and adjusted to student needs.

**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.**

Students at Rutledge Pearson have a seamless experience where a college message is communicated from pre-kindergarten through 6th grade. At the beginning of the school year each teacher shares information about the college they attended as part of their personal introductory. This begins a conversation with the students about what they want to do when they grow up and what it will take for them to attain that goal. Throughout the year we have many University of North Florida college interns working in classrooms that also talk to students about their college experience.

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

The past three summers our Summer Academy Program attended The University of North Florida for an engineering program where students plan and build an object with a team then test it using the scientific method. The group who meets the engineering criteria and all the standards will receive a certificate from the college.

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

Our fifth grade students are exposed to Moving on to Your Future curriculum. This allows students to learn about specific careers they are interested in, school subjects they need to take for their career path, and every student creates their own Individual Academic Career Plan.

**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.**

N/A

## 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.

Increase in math proficiency; more standards-based strategies and progress monitoring; continue strong planning of math and drive instruction based on 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.

Science achievement data; inconsistency in producing engaging learning tasks aligned to the standards; train teachers on item specifications and engaging lessons that focus on student ownership. ELA student data; inconsistency of student performance by grade level; train teachers to dive deeply in the standards to differentiate instruction.

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If classrooms are focused on developing the whole child with proper systems and supports, then academic success will increase in all core areas.
- G2.** If the level of student engagement is conducive through a supportive learning environment, then students will become successful in all core academic areas.
- G3.** If teachers are developed as teacher leaders, then a professional learning environment will be conducive to higher 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 classrooms are focused on developing the whole child with proper systems and supports, then academic success will increase in all core areas. 1a

G088281

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	68.0

**Targeted Barriers to Achieving the Goal** 3

- Focus is affected by attendance, Classroom Discipline, and Short Attention Span
- Student ability to comprehend complex text
- High percentage of students reading below grade level

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

- School-wide PBIS plan and implementation with supports, administrative common planning, and District support

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

Higher order thinking is evident in the student's responses to complex text.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Higher order thinking is evident is student's response to complex text.

**G2.** If the level of student engagement is conducive through a supportive learning environment, then students will become successful in all core academic areas. 1a

G088282

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- Students not engaged in the lesson due to misunderstanding of the content
- Students being categorized as needing Tier 2 and Tier 3 supports

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

- Effective and intentional small group planning, differentiated data-driven instruction, student accountability through data chats and recognitions

**Plan to Monitor Progress Toward G2.** 8

Lesson plans, observation logs/notes, student data, small group documentation

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Achieve 3000, I-Ready, Module Assessments, FSA

**G3.** If teachers are developed as teacher leaders, then a professional learning environment will be conducive to higher student achievement. 1a

G088283

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	0.0

**Targeted Barriers to Achieving the Goal** 3

- Not enough leadership opportunities for teachers

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

- Creating opportunities for teachers to be leaders.

**Plan to Monitor Progress Toward G3.** 8

Instructional Focus Assessments  
Data Chats

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 9/18/2016 to 6/2/2017

**Evidence of Completion**

FSA Achievement

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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

**G1.** If classrooms are focused on developing the whole child with proper systems and supports, then academic success will increase in all core areas. **1**

 G088281

**G1.B1** Focus is affected by attendance, Classroom Discipline, and Short Attention Span **2**

 B234727

**G1.B1.S1** Address academic and nonacademic factors that impact student learning. **4**

 S247488

### Strategy Rationale

Many factors influence student learning such as socioeconomic status, parental involvement, and individual student achievement level.

### Action Step 1 **5**

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

#### Person Responsible

Erica Little-Bartley

#### Schedule

Daily, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Whole Child Notebook

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

Teachers will provide support to students using research based interventions to meet the needs of the whole child.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Whole Child Notebook, HERO points

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

Common Planning  
Formal & Informal Observations  
Review of Whole Child

**Person Responsible**

Erica Little-Bartley


**Schedule**

Quarterly, from 8/15/2016 to 6/2/2017


***Evidence of Completion***

Whole child notebook, Common Planning Agenda/Minutes, Observations notes

**G1.B2 Student ability to comprehend complex text** 2

 B234728

**G1.B2.S1** Explicit instruction embedded with critical thinking skills, higher order thinking skills, and skills remediation driven by data and differentiation. 4

 S247489

**Strategy Rationale**

Students will be successful in core subjects when their individual needs are met through core and small group instruction.

**Action Step 1** 5

We need students higher order thinking to be evident in the student's responses to complex text.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Biweekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Evaluating student's responses to literature in differentiated centers and in small groups.

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

Teachers will provide many opportunities to practice higher order questioning through complex text daily during guided and differentiated groups.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Daily, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans and Teacher DI notebook

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

Common Planning  
Informal & Formal Observations  
Student work

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

FSA, i-Ready, Achieve 3000 data

**G1.B3 High percentage of students reading below grade level 2**

 B234729

**G1.B3.S1 Accelerate students to grade level through skills remediation that is intensive, differentiated, and based on data. 4**

 S247490

**Strategy Rationale**

Addressing the foundational academic skills will enable students to reach grade level proficiency.

**Action Step 1 5**

Professional development and book studies provided by school based coaches/administration to facilitate training on research-based strategies to help promote student achievement

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, classroom walkthroughs, i-Ready, Achieve 3000, small group instruction, and guided reading

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Teachers will participate in Professional Learning Communities utilizing the professional development on how to effectively teach reading strategies on how to use meta-cognitive strategies, Chart Sense, and R5.

**Person Responsible**

Erica Little-Bartley

**Schedule**

Biweekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Teacher Charts, student work, informal & formal observation, instructional focus data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Lesson Plans- Groupings  
Instructional Focus data chats with teachers  
Classroom Observations  
Differentiated Teacher Note Book Check

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Student making one or more years of growth in reading on FSA, i-Ready, Achieve 3000



**G2.** If the level of student engagement is conducive through a supportive learning environment, then students will become successful in all core academic areas. 1

G088282

**G2.B1** Students not engaged in the lesson due to misunderstanding of the content 2

B234730

**G2.B1.S1** Provide teachers with strategies on student engagement and how to incorporate it in their instruction, 4

S247491

### Strategy Rationale

When students are engaged in learning they are more successful.

### Action Step 1 5

Provides students in all accountability grades supports that are needed.

#### Person Responsible

Erica Little-Bartley

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Achieve 3000, FSA, and lesson plans

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

Observe student engagement and small group instructions impementation

#### Person Responsible

Erica Little-Bartley

#### Schedule

Weekly, from 8/29/2016 to 6/2/2017

#### Evidence of Completion

Informal and Formal Observations, Lesson Plans, Remediation Groups, and Student Performance Data

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

Student Engagement

**Person Responsible**

Erica Little-Bartley

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Informal and Formal Observations, lesson plans, small groups, and student performance data

**G3.** If teachers are developed as teacher leaders, then a professional learning environment will be conducive to higher student achievement. 1

G088283

**G3.B1** Not enough leadership opportunities for teachers 2

B234732

**G3.B1.S1** Increase the opportunities for teachers to lead common planning, professional development, and professional learning. 4

S247492

**Strategy Rationale**

Building leadership capacity among teachers will create a professional learning community within the school environment.

**Action Step 1 5**

Provide opportunities for teachers to lead professional learning meetings

**Person Responsible**

Erica Little-Bartley

**Schedule**

Biweekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Agendas, agenda notes, focused class observations, instructional rounds, Individual Professional Development Plans, common planning notes.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teachers' opportunities to lead Professional Development

**Person Responsible**

Erica Little-Bartley

**Schedule**

Biweekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Agendas, agenda notes, electronic and oral presentations, Individual Professional Development Plans (IPDP), common planning notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teacher led Professional Development

**Person Responsible**

Erica Little-Bartley

**Schedule**

Biweekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Agendas, pre and post teacher conferences, faculty and staff climate survey

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M335538	Higher order thinking is evident in the student's responses to complex text.	Little-Bartley, Erica	8/15/2016	Higher order thinking is evident is student's response to complex text.	6/2/2017 weekly
G2.MA1 M335541	Lesson plans, observation logs/notes, student data, small group documentation	Little-Bartley, Erica	8/29/2016	Achieve 3000, I-Ready, Module Assessments, FSA	6/2/2017 weekly
G3.MA1 M335544	Instructional Focus Assessments Data Chats	Little-Bartley, Erica	9/18/2016	FSA Achievement	6/2/2017 weekly
G1.B1.S1.MA1 M335532	Common Planning Formal & Informal Observations Review of Whole Child	Little-Bartley, Erica	8/15/2016	Whole child notebook, Common Planning Agenda/Minutes, Observations notes	6/2/2017 quarterly
G1.B1.S1.MA1 M335533	Teachers will provide support to students using research based interventions to meet the needs of...	Little-Bartley, Erica	8/15/2016	Whole Child Notebook, HERO points	6/2/2017 weekly
G1.B1.S1.A1 A322387	Analyze student performance using the five legged model that included attitude, perception,...	Little-Bartley, Erica	8/15/2016	Whole Child Notebook	6/2/2017 daily
G1.B2.S1.MA1 M335534	Common Planning Informal & Formal Observations Student work	Little-Bartley, Erica	8/29/2016	FSA, i-Ready, Achieve 3000 data	6/2/2017 weekly
G1.B2.S1.MA1 M335535	Teachers will provide many opportunities to practice higher order questioning through complex text...	Little-Bartley, Erica	8/29/2016	Lesson Plans and Teacher DI notebook	6/2/2017 daily
G1.B2.S1.A1 A322388	We need students higher order thinking to be evident in the student's responses to complex text.	Little-Bartley, Erica	8/29/2016	Evaluating student's responses to literature in differentiated centers and in small groups.	6/2/2017 biweekly
G1.B3.S1.MA1 M335536	Lesson Plans- Groupings Instructional Focus data chats with teachers Classroom Observations...	Little-Bartley, Erica	8/15/2016	Student making one or more years of growth in reading on FSA, i-Ready, Achieve 3000	6/2/2017 weekly
G1.B3.S1.MA1 M335537	Teachers will participate in Professional Learning Communities utilizing the professional...	Little-Bartley, Erica	8/15/2016	Teacher Charts, student work, informal & formal observation, instructional focus data	6/2/2017 biweekly
G1.B3.S1.A1 A322389	Professional development and book studies provided by school based coaches/administration to...	Little-Bartley, Erica	8/29/2016	Lesson Plans, classroom walkthroughs, i-Ready, Achieve 3000, small group instruction, and guided reading	6/2/2017 weekly
G2.B1.S1.MA1 M335539	Student Engagement	Little-Bartley, Erica	8/15/2016	Informal and Formal Observations, lesson plans, small groups, and student performance data	6/2/2017 weekly
G2.B1.S1.MA1 M335540	Observe student engagement and small group instructions impementation	Little-Bartley, Erica	8/29/2016	Informal and Formal Observations, Lesson Plans, Remediation Groups, and Student Performance Data	6/2/2017 weekly
G2.B1.S1.A1 A322390	Provides students in all accountability grades supports that are needed.	Little-Bartley, Erica	8/15/2016	Achieve 3000, FSA, and lesson plans	6/2/2017 weekly
G3.B1.S1.MA1 M335542	Teacher led Professional Development	Little-Bartley, Erica	8/15/2016	Agendas, pre and post teacher conferences, faculty and staff climate survey	6/2/2017 biweekly
G3.B1.S1.MA1 M335543	Teachers' opportunities to lead Professional Development	Little-Bartley, Erica	8/15/2016	Agendas, agenda notes, electronic and oral presentations, Individual Professional Development Plans (IPDP), common planning notes	6/2/2017 biweekly
G3.B1.S1.A1 A322391	Provide opportunities for teachers to lead professional learning meetings	Little-Bartley, Erica	8/15/2016	Agendas, agenda notes, focused class observations, instructional rounds, Individual Professional Development Plans, common planning notes.	6/2/2017 biweekly

## V. Professional Development Opportunities

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

**G1.** If classrooms are focused on developing the whole child with proper systems and supports, then academic success will increase in all core areas.

### **G1.B2** Student ability to comprehend complex text

**G1.B2.S1** Explicit instruction embedded with critical thinking skills, higher order thinking skills, and skills remediation driven by data and differentiation.

#### **PD Opportunity 1**

We need students higher order thinking to be evident in the student's responses to complex text.

##### **Facilitator**

Reading Coach

##### **Participants**

Teachers

##### **Schedule**

Biweekly, from 8/29/2016 to 6/2/2017

### **G1.B3** High percentage of students reading below grade level

**G1.B3.S1** Accelerate students to grade level through skills remediation that is intensive, differentiated, and based on data.

#### **PD Opportunity 1**

Professional development and book studies provided by school based coaches/administration to facilitate training on research-based strategies to help promote student achievement

##### **Facilitator**

Instructional Coaches, District Specialists, and School Based Administrators

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**G2.** If the level of student engagement is conducive through a supportive learning environment, then students will become successful in all core academic areas.

**G2.B1** Students not engaged in the lesson due to misunderstanding of the content

**G2.B1.S1** Provide teachers with strategies on student engagement and how to incorporate it in their instruction,

**PD Opportunity 1**

Provides students in all accountability grades supports that are needed.

**Facilitator**

Instructional Coaches, District Specialists, School-Based Administrators

**Participants**

Teachers, Coaches, Interventionists

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**G3.** If teachers are developed as teacher leaders, then a professional learning environment will be conducive to higher student achievement.

**G3.B1** Not enough leadership opportunities for teachers

**G3.B1.S1** Increase the opportunities for teachers to lead common planning, professional development, and professional learning.

**PD Opportunity 1**

Provide opportunities for teachers to lead professional learning meetings

**Facilitator**

Instructional Coaches, District Support Specialists, School-Based Administration

**Participants**

Teachers

**Schedule**

Biweekly, from 8/15/2016 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	Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.	\$0.00
2	G1.B2.S1.A1	We need students higher order thinking to be evident in the student's responses to complex text.	\$0.00
3	G1.B3.S1.A1	Professional development and book studies provided by school based coaches/ administration to facilitate training on research-based strategies to help promote student achievement	\$0.00
4	G2.B1.S1.A1	Provides students in all accountability grades supports that are needed.	\$0.00
5	G3.B1.S1.A1	Provide opportunities for teachers to lead professional learning meetings	\$0.00
<b>Total:</b>			<b>\$0.00</b>