

Duval County Public Schools

Enterprise Learning Academy



2017-18 Schoolwide Improvement Plan

Enterprise Learning Academy

8085 OLD MIDDLEBURG RD S, Jacksonville, FL 32222

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Duval County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Enterprise Learning Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission is to encourage a positive collaborative community that differentiates instruction and challenges students to do their best.

b. Provide the school's vision statement.

Our Vision is to provide an engaging environment that empowers students to be compassionate and responsible learners.

2. School Environment

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

Every teacher sends home an information packet at the beginning of the school year that encourages parents and students to share information about themselves. The information is reviewed by each teacher and filed in the Red Student Information Folder. Every faculty member reviewed student Cum Folders and discuss the best way to support students. Students are also required to complete interest surveys and set goals for their learning based on Student Teacher Conferences.

Student Climate Surveys are taken in the Fall. Those results are analyzed by the Leadership Team and the Shared Decision Team. The team develops an action plan which will improve any area that needs attention.

Student Group Sessions with Counselor is a system in which the counselor meets with identified groups of students who experience difficulties adhering to school rituals and routines. This "Lunch Bunch" is a strategic way for the counselor to hold sessions to discuss anger management and self-control with students.

Student Council meets monthly to discuss the well-being of all students. They have also formed a peer counseling group to help students who are having challenges with the school environment.

Primary classrooms conduct daily Morning Meetings to help build classroom relationships between teachers and students and set the tone for learning.

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

The school has created an environment where students feel safe and respected by fostering a nurturing environment in which all teachers model compassion and respect.

Every morning students repeat a Statement of Respect to remember the school expectation and vision of compassion, respect, and responsibility. The Statement of Respect reads:

"I am responsible for my learning and always try my best. I will respect myself and others. I will strive for success

I am a respectful student at Enterprise Learning Academy."

Faculty and staff provide students with experiences and opportunities to display leadership skills and

to work collaboratively with peers: sports clubs, music clubs, brain brawl competitions, etc.

Before school all Kinder-1st grade students sit outside of their classrooms and are supervised by Hall monitors. All 2nd grade through 5th grade students eat breakfast in the cafeteria and are supervised by admin/coaches, school monitors, and safety patrols. During this time students are required to read silently. This provides a safe and calm start to each day.

Students may also speak with their teachers, administrators, and school counselor about any challenges they may have both personally and academically.

School leaders are visible and in classrooms, cafeteria, and hallways throughout the day as a reminder to follow the rituals and routines of the school.

The Foundations and PBIS Team meets every month to discuss emergency drills, student behavior concerns and school wide rituals and routines. The team makes adjustments based on data collected from observations and surveys. These adjustments are made to continuously keep the students safe and maintain an orderly environment.

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.

We believe that parents, students, and teachers working together to practice life skills, can maintain a positive, respectful learning climate at Enterprise Learning Academy. We work with students to help them to replace inappropriate behaviors with positive ones. We believe we can encourage responsible behaviors and prevent misbehavior in order to be highly engaged in instructional activities at all times.

The PBIS committee meets to determine what behavior systems need to be implemented and how we will train teachers. The systems they have implemented are:

CHAMPS which is a positive management plan that outlines expectations for students to experience success. Attached to CHAMPS is the school wide discipline plan that reinforces the District Student Code of Conduct.

All teachers use Class DOJO, which is an online behavior monitoring program that allows teachers to reward students for positive choices. Teachers are encouraged to give points, but not take them away.

Instead alternate consequences are given for each infraction:

1. Warning from the teacher.
2. Time out to another classroom, think sheet, thinking walks
3. Phone Call Home
4. Parent/teacher conference
5. Referral

Class DOJO involves parents real time with their children's performance in school. There is a messaging feature that allows parents and teachers to easily communicate.

Megabucks is our school wide behavior reward system. Students are given megabucks for showing excellent character and behavior- Helping a friend, turning in a lost item, sharing, etc...

During pre-planning teachers are given a handbook and trained on class dojo, megabucks, and the PBIS Plan. This is revisited through out the year to make sure it is implemented in a fair and consistent manner.

As we focus on positive behavior management we have adopted a school wide goal of 3 positive interactions for every 1 corrective action per student. This 3 to 1 ratio will help our students understand how to cope with corrective actions by experiencing positive interactions throughout the day.

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.

There is a full-time Military Family Counselor on staff. She addresses the needs of the nearly 200 students that have parents or guardians in the the military. In addition to her weekly sessions and activities with students, she meets with students as needed individually to support emotional and behavioral needs.

The school counselor and administrators meet with groups of students who are having difficulty adjusting in the classroom and sometimes outside of the classrooms. Faith-based community partners provide and sponsor lots of incentives and fun programs to promote socially healthy students.

The Second Step curriculum is used with every class on a monthly basis to discuss building good character and making good decisions. The lessons teach students how to control their emotions and resolve conflict in positive ways.

Many in-school assemblies are provided to address a variety of social and emotional topics, including but not limited to Officer Friendly Safety Talks and Anti-Bullying NED Talks. There are also a host of classroom volunteers that build and mentor relationships with students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The data listed below was pulled from the FOCUS student information system. This was used to gather attendance, discipline/suspension and students failing in reading/math.

The Florida Standard Assessment, (FSA) does not categorize students as level 1. For this we used Achieve3000 (Reading) and iReady (Math) to identify students who fall far below grade level performance.

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	6	16	27	0	0	0	0	0	0	0	49

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

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

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

There is a school wide Response to Intervention (RTI) Team that provides Multi-Tiered System of Supports. The team meets bi-weekly to discuss students that are at-risk for attendance, academics and behavior. The team discusses resources and supports to use for interventions. Some of the interventions established include but are not limited to the following:

Tier 2 and 3 students in 3rd through 5th grades receive after school tutoring.

Reading Coach support 3rd grade Tier 2 readers during the school day.

Reading Interventionist supports 4th and 5th grade Tier 3 readers.

Math Coach and Math interventionists supports Tier 2 and 3 Math students.

School Counselor meets with parents of students with severe attendance concerns monthly.

Teachers call the parents of students once they have missed 3 days within a 9 week period.

Students in Kinder through 5th grade have paraprofessional classroom support to work with small groups using iReady Teacher Toolbox materials for Math and Reading, DAR-TTS lessons, and Guided Reading using Reading A-Z materials.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432147>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Parent targets for Enterprise Learning Academy are listed below:

Increase parent involvement in the area of student academic need. This is done through grade level parent nights where the teachers and students present information about the work being conducted in class and provide parents with ways to support their children academically at home. Grade levels also send out all communication in a Tuesday Folder in an effort to aide in communication.

A part-time Parent Liaison works closely with administrators to provide parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental

involvement. Throughout the year, the Parent Liaison, faculty and staff members work along with the Title 1 office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science. Activities include: PTA membership drives, Family Learning Nights, Doughnuts for Dads, Muffins for Moms, Reading Make and Takes, Science Night, Parent Conference/ Data Night. A parent resource center is available to all parents to access the Grade Portal and One View, check out academic resources, and obtain information related to district and school events and services.

During our Annual Title 1 Parent Involvement Meeting, parents are invited to discuss revisions to our Vision and Mission, Parent Compact Agreement as well as parent Involvement activities such as Reading and Math Make and Takes, Parent Night Programs and workshops that encourage a connection between school and home.

Volunteers are a vital part of student success at ELA. Our goal is to continue to increase the number of volunteers who support our school each year. Our faculty and staff members work hand in hand with the District Community Engagement Office to encourage interested parents and citizens to join us in our mission to provide every student with a high quality education.

ELA also seeks to partner with local businesses as a way to increase student achievement and build positive relationships with stakeholder's in the community.

SAC meetings are conducted monthly- 4th Thursday of the month at 6:00 PM. Meetings are advertised through monthly newsletter, Class Dojo, e-mail invitations, School Messenger -Call outs, and at various Parent Nights. SAC members also seek out community members to invite depending on expressed needs.

School administrators also attend church services of local churches ,and has also opened the building for Girl/Boy scout use, Weekly church services (Trinity Baptist at Oakleaf), as well as Homeowner Association meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Embry, Sylvia	Principal
Porter, Amanda	Instructional Coach
Dawkins, Misha	Instructional Coach
Teper, Hope	Assistant Principal
Byerly, Cynthia	Teacher, K-12

b. Duties

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

- Principal(s): Provides a common vision for the use of data-based decision-making; ensures that each team member monitors and supports instruction and student achievement through routine Professional Development, focus walks, and coaching sessions with the staff. The Principal facilitates biweekly Leadership team meetings where data is discussed, Professional development is planned

based on focus walk results.

- Assistant Principals: Analyze data, deliver professional development, conducts focus walks, feedback, coaching and modeling sessions with staff. Ensures that students are learning in the safest environment possible.
- School counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child’s academic, emotional behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Instructional Coaches: Provide ongoing instructional support to teachers and students (Coaching, modeling, coaching cycles, professional development, common planning, and small group instruction for tier 2 and 3.)
- Reading Interventionist: Provide ongoing support for Tier 3 students in 4th and 5th grade through push in and pull out sessions.
- Reading Interventionist: works with students who are 2 or more years below grade level, in grades 3rd-5th

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 looks at the prior years FSA, iReady, and Achieve data. Based on student proficiency and gains the principal adjusts the grade level in which the teachers are placed. In order to receive additional personnel the district looks at enrollment and sets a budget. The Principal then looks at what has been allocated and determines how the funds should be allocated for additional personnel and materials. Title 1 funds have been used to purchase additional technology to support student learning. Title 1 funds are also used to purchase additional para and interventionist support. These additional purchases enhance student learning because it is giving more targeted small group instruction to a larger student population.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Janet Dodd	Business/Community
Dhana Bennett	Teacher
Barbara Harris	Business/Community
Sylvia Embry	Principal
Catherine Hendricks	Parent
Hope Teper	Education Support Employee
Shonda Jimenez	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC received quarterly updates on the School Improvement Plan .The updates were aligned with quarterly assessments to show that progress was being made toward the SIP goals. The assessment results were shared for students who were proficient and a plan was shared to improve the scores of the students who were not proficient.

b. Development of this school improvement plan

The staff works in committees to develop their portions (Reading, Math, Science, etc.) of the SIP. Teachers analyze various sets of data (FSA/FCAT/Achieve 3000/i-Ready, etc.) The draft once completed is presented to the staff and then to the SAC for review. At this time SAC asks clarifying questions and makes recommendations. The SAC meets monthly to discuss the progress of strategies being implemented, assessment results (being used to monitor achievement of the SIP goals SAC monitors the progress of the strategies outlined in the SIP), and ultimately determines if the strategies implemented resulted in our school achieving its goals.

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

Based on our data results, SAC has input and approves how we spend dollars allocated for remediation.

Reading is the focus area to see more student gains, so most funds will be utilized to support this area.

i-Ready Reading Teacher Toolbox Site License (\$4,505)

30 Leno Think Pad Student Computers (\$24,537)

Reading A-Z site license (\$1,319.40)

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

Reading and Math Improvement.

Total budgeted was \$3,186.66 to purchase more math manipulative and guided reading books.

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
Porter, Amanda	Instructional Coach
Byerly, Cynthia	Teacher, K-12
Bennett, Dhana	Teacher, K-12
Embry, Sylvia	Principal

b. Duties

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

The Literacy Leadership Team has three major initiatives this school year.

1) Promote student reading (increase/develop a love for reading) by providing frequent incentives and awards for students who meet their reading goal.

- Million Read Campaign
- Quarterly Incentives
- Literacy Celebration

2) Promote student Reading growth through the use of Blended Learning Programs: I-Ready and Achieve 3000

- Monthly school wide incentives for growth
- In class incentives for growth
- Use of program with fidelity in order to show a years worth of growth.

3) Improve reading with Tier 2 and 3 students

- Daily small group instruction to address deficient skills utilizing (Barton, Ready Common Core, I-Ready)
- After school tutoring

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

~Faculty Meetings begin with a collaborative strategy or protocol that promotes teachers working together to problem solve, discuss, or engage in some non-threatening way.

~Teachers work collaboratively weekly with Instructional coaches and administration to collaboratively plan, develop assessments, and to analyze student work and data.

- Teachers are given opportunities during Professional development to collaborate across content and grade level

~Teachers write notes of thanks and appreciation to each other (STARS in Early release Meetings)

~Teachers are recognized during early release and in the weekly megaphone for doing something well (strategy taught, implementing something new, etc.)

~ Teachers plan and provide professional development to their peers

~ Monthly Faculty Breakfast

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

Each new teacher receives a copy of the Faculty Handbook and reviews it with an administrator

Each new teacher is assigned a mentor (CET trained and rated as Effective as measured by the CAST)

Each new teachers works closely with the Professional Development Facilitator

Administrator will recognize teacher growth and accomplishments

Teachers are given opportunities to develop leadership skills through- Grade Level Leaders, Leading Professional Development, PLC's, and other school wide initiatives.

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

-Teachers are assigned a grade level/subject area mentor (CET trained and rated Effective as measure by the CAST). The Mentor will help the Mentee with understanding the IPDP process, CAST rubric, and any other area of support deemed necessary from observations and teacher request.

-New teachers' PLC meet monthly with administration

- Site-based coaches will model classroom instruction and other best practices to enhance classroom instruction
- Each new teacher receives grade level and vertical PLC support

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.

Teachers receive ongoing professional development and engage in unpacking the standard and the lessons with instructional coaches and administration.

Administration monitors the use of the approved curriculum and resources with fidelity

The instructional leadership team works together to provide and develop appropriate materials, strategies, and tools for small group/center instruction.

Teachers work collaboratively during their planning time to ensure or increase the rigor and alignment of activities.

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.

During the lesson Teacher monitors we do/they do activities to determine if students need to be pulled into an immediate remediation/reteach session while the rest of the class works independently.

At the end of daily lessons students are given an Exit Ticket. These are used to determine students' understanding of the concepts/skills taught. Feedback is provided to all students and a quick re-teach is provided for students who need additional support.

At the mid point of the unit/module students are given a mini assessment of the standards covered. For students not mastering the standard, the teacher meets with these students in a daily small group while other students are engaging in center rotation activities to re-mediate or enrich skills. Students are assessed after a series of re-teach lessons are provided.

Re-teach lesson could be in the form of teaching a different strategy, utilizing Ready Common Core materials, I-ready lessons, Achieve 3000 articles, extension of Core instructional material, DAR TTS, FCRR, etc...

Once a unit is taught the students are given a Post assessment to determine understanding of several standards.

Students engage in differentiated centers, activities, small group instruction (Student or teacher-led)

Teachers also utilize data from blended learning programs to differentiate centers and instruction based on highest needs.

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: 1,620

After School Tutoring
Reading Interventionist

Strategy Rationale

Effective Small group instruction allows the instructor to deliver specific explicit instruction addressing deficient skills, monitor the student learning, and provide immediate feedback

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Teper, Hope, smithh1@duvalschools.org

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

The i-Ready program creates its own data based on student performance, to be collected and analyzed.

Assistant Principal will meet with students for data chats so that they monitor their progress as well.

Achieve 3000 increases or decreases Lexile level based on student performance.

All students data is recorded and monitored in school's comprehensive data file.

Students also maintain data notebooks

Teachers engage in data discussions with administration monthly

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Beginning with our Preschool program we host tours for families allowing students to visit all grade level classrooms. In addition to in school support we provide local Preschool programs with Kindergarten expectations (program brochure) at the end of our academic school year. As students transition from one grade to the next we provide summer enrichment fliers for parents to continue working with students on the next years skills, we host an educational summer camp, and a school orientation for students to familiarize themselves with their next years teacher and location of the room. As students begin their transition from 5th grade into 6th we promote partnerships with our magnet/feeder schools to provide as much information to the students and families about their upcoming move. We co-host 5th grade transition night where middle schools are invited to set up tables to speak to outgoing 5th graders about their school. We also take the 5th graders on a middle school tour.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If there is active parental involvement in a child's education it will develop the whole child and student achievement will increase.

- G2.** If all students are independent learners that are metacognitively engaged and in learning tasks and activities that align with the Standard(s) then students will make a year's worth of growth.

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 there is active parental involvement in a child's education it will develop the whole child and student achievement will increase. 1a

G094473

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	70.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0
District Parent Survey	90.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental resources available to aid in homework help and participation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parental Involvement Resource Room: Provides resources to the community to support families and increase parent participation in the school

Plan to Monitor Progress Toward G1. 8

Administer the Surveys in the Fall and Spring

Person Responsible

Sylvia Embry

Schedule

Quarterly, from 10/3/2017 to 5/30/2018

Evidence of Completion

Parent survey results should show increase in areas pertaining to parental involvement being encouraged/supported

G2. If all students are independent learners that are metacognitively engaged and in learning tasks and activities that align with the Standard(s) then students will make a year's worth of growth. 1a

G094474

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	15.0
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Consistency in producing engaging metacognitive learning tasks aligned to standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Interventionist working with 3rd and 4th grade population tier 3
- Small group teacher led instruction
- Para Support in all 3rd-5th Reading classes
- Principal Common Planning

Plan to Monitor Progress Toward G2. 8

Data from classroom observations specifically for student engagement and the tasks students are doing that align to the standard

Person Responsible

Sylvia Embry

Schedule

Daily, from 8/22/2017 to 8/22/2017

Evidence of Completion

Walk-through feedback forms, and informal observations, and feedback to teachers regarding student engagement and tasks that align to the standard

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 there is active parental involvement in a child's education it will develop the whole child and student achievement will increase. 1

G094473

G1.B1 Lack of parental resources available to aid in homework help and participation 2

B253753

G1.B1.S1 Offer parental protocols to encourage parental participation in their child's education. -Parent Nights with make and takes -Programs offered outside the school day -Networking opportunities - Providing food and childcare -Technology resources made available -Parent contract for required volunteering -Teacher required to conference with every parent 4

S268033

Strategy Rationale

to encourage positive behaviors and communicate with parents

Action Step 1 5

Develop clear communication to parents through a parent handbook, school website, and consistent teacher newsletters.

Person Responsible

Hope Teper

Schedule

Weekly, from 8/14/2017 to 6/30/2018

Evidence of Completion

Monthly and weekly newsletters, title 1 parent compacts, class dojo messages, and teacher conference logs.

Action Step 2 5

Provide parent night opportunities to learn the curriculum

Person Responsible

Sylvia Embry

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Title 1 parent involvement plan, Title 1 parent sign in sheets, Title 1 Parent survey's, Grade level handouts and powerpoint

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

Administration will review all communications sent home and provide grade levels time to plan monthly parent night.

Person Responsible

Sylvia Embry

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Newsletters, Parent surveys, sign in sheets, class dojo messages, Title 1 documents

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

Administration will monitor students data to determine if increased active parental involvement strategies are offering desired results.

Person Responsible

Sylvia Embry

Schedule

Quarterly, from 8/7/2017 to 6/30/2018

Evidence of Completion

iready, Achieve 3000, science scrimmages, and classroom assessment data

G2. If all students are independent learners that are metacognitively engaged and in learning tasks and activities that align with the Standard(s) then students will make a year's worth of growth. 1

G094474

G2.B1 Consistency in producing engaging metacognitive learning tasks aligned to standards 2

B253754

G2.B1.S1 Teachers will implement the tiered system of instructional support. 4

S268034

Strategy Rationale

Implementing the RTI process allows students to receive targeted instruction and make adequate yearly progress.

Action Step 1 5

PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard

Person Responsible

Amanda Porter

Schedule

Quarterly, from 8/8/2017 to 5/7/2018

Evidence of Completion

Lesson Plans and student work

Action Step 2 5

PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard

Person Responsible

Misha Dawkins

Schedule

On 5/7/2018

Evidence of Completion

Lesson Plans and student work

Action Step 3 5

PD on Growth Mindsets to instill confidence in students regarding lessons and small group work

Person Responsible

Hope Teper

Schedule

Monthly, from 9/27/2017 to 2/28/2018

Evidence of Completion

classroom artifacts that reinforce a growth mindset

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

Consistently exposing students to critical thinking tasks that align with the standards

Person Responsible

Amanda Porter

Schedule

On 5/8/2018

Evidence of Completion

Student work samples evaluated using the EQUIP protocol

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

Admin will monitor classroom usage of growth mindset strategies

Person Responsible

Hope Teper

Schedule

Monthly, from 9/28/2017 to 2/28/2018

Evidence of Completion

Classroom observation, classroom charts

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

Admin will conduct data chats with teachers

Person Responsible

Sylvia Embry

Schedule

Quarterly, from 10/13/2017 to 6/8/2018

Evidence of Completion

Teacher data monitoring forms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M380984	Data from classroom observations specifically for student engagement and the tasks students are...	Embry, Sylvia	8/22/2017	Walk-through feedback forms, and informal observations, and feedback to teachers regarding student engagement and tasks that align to the standard	8/22/2017 daily
G2.B1.S1.MA3 M380983	Admin will monitor classroom usage of growth mindset strategies	Teper, Hope	9/28/2017	Classroom observation, classroom charts	2/28/2018 monthly
G2.B1.S1.A3 A356674	PD on Growth Mindsets to instill confidence in students regarding lessons and small group work	Teper, Hope	9/27/2017	classroom artifacts that reinforce a growth mindset	2/28/2018 monthly
G2.B1.S1.A1 A356672	PD for teachers how to teach students metacognitively and effectively create higher order thinking...	Porter, Amanda	8/8/2017	Lesson Plans and student work	5/7/2018 quarterly
G2.B1.S1.A2 A356673	PD for teachers how to teach students metacognitively and effectively create higher order thinking...	Dawkins, Misha	8/8/2017	Lesson Plans and student work	5/7/2018 one-time
G2.B1.S1.MA1 M380982	Consistently exposing students to critical thinking tasks that align with the standards	Porter, Amanda	8/8/2017	Student work samples evaluated using the EQUIP protocol	5/8/2018 one-time
G1.MA1 M380980	Administer the Surveys in the Fall and Spring	Embry, Sylvia	10/3/2017	Parent survey results should show increase in areas pertaining to parental involvement being encouraged/ supported	5/30/2018 quarterly
G2.B1.S1.MA1 M380981	Admin will conduct data chats with teachers	Embry, Sylvia	10/13/2017	Teacher data monitoring forms	6/8/2018 quarterly
G1.B1.S1.MA1 M380978	Administration will monitor students data to determine if increased active parental involvement...	Embry, Sylvia	8/7/2017	iready, Achieve 3000, science scrimmages, and classroom assessment data	6/30/2018 quarterly
G1.B1.S1.MA1 M380979	Administration will review all communications sent home and provide grade levels time to plan...	Embry, Sylvia	8/7/2017	Newsletters, Parent surveys, sign in sheets, class dojo messages, Title 1 documents	6/30/2018 monthly
G1.B1.S1.A1 A356670	Develop clear communication to parents through a parent handbook, school website, and consistent...	Teper, Hope	8/14/2017	Monthly and weekly newsletters, title 1 parent compacts, class dojo messages, and teacher conference logs.	6/30/2018 weekly
G1.B1.S1.A2 A356671	Provide parent night opportunities to learn the curriculum	Embry, Sylvia	8/7/2017	Title 1 parent involvement plan, Title 1 parent sign in sheets, Title 1 Parent survey's, Grade level handouts and powerpoint	6/30/2018 monthly

V. Professional Development Opportunities

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

G2. If all students are independent learners that are metacognitively engaged and in learning tasks and activities that align with the Standard(s) then students will make a year's worth of growth.

G2.B1 Consistency in producing engaging metacognitive learning tasks aligned to standards

G2.B1.S1 Teachers will implement the tiered system of instructional support.

PD Opportunity 1

PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard

Facilitator

Amanda Porter, Reading Coach

Participants

Reading Teachers

Schedule

Quarterly, from 8/8/2017 to 5/7/2018

PD Opportunity 2

PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard

Facilitator

Misha Dawkins, Math Coach

Participants

Math Teachers

Schedule

On 5/7/2018

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	Develop clear communication to parents through a parent handbook, school website, and consistent teacher newsletters.	\$0.00
2	G1.B1.S1.A2	Provide parent night opportunities to learn the curriculum	\$0.00
3	G2.B1.S1.A1	PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard	\$0.00
4	G2.B1.S1.A2	PD for teachers how to teach students metacognitively and effectively create higher order thinking activities aligned with the standard	\$0.00
5	G2.B1.S1.A3	PD on Growth Mindsets to instill confidence in students regarding lessons and small group work	\$0.00
Total:			\$0.00