

Duval County Public Schools

Rutledge H. Pearson Elementary School



2017-18 Schoolwide Improvement Plan

Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

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

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 KG-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	96%

School Grades History

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

**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 Rutledge H. Pearson Elementary School

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.

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 ClassDojo 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 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.

Attendance:

- Track tardy
- Early check out
- Consult with school-based AIT Team for students that are frequently absent

Suspensions:

- Monitor daily TRACKERS grades
- Monitor Class Dojo 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
- I3 Focus Support for Students

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
- Class Dojo Points

Course Failure/ Level 1 on State Assessment:

- I3 Focus Support Cycle
- Interventions
- Extra tutoring support

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 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 Boys and Girls Club 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

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
Coker-Hay, Charmaine	School Counselor
Gindle, Erica	Dean

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), VE Resource Teacher (Carol Wallace), Behavior Interventionist (Erica Gindle), 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: PBIS, Class Dojo, 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 The Boys and Girls Club 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
John-Curtis Cogdell	Parent
Erica Gindle	Education Support Employee
Kelvin Williams	Parent
Latonya Lee	Education Support Employee
Latonya Williams	Parent
Toyetta Nealey	Teacher
Angela Cogdell	Parent
John-Curtis Cogdell Jr.	Student
Cathy Wilson	Business/Community
	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

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 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

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.

Other team members include: Sharday Williams, Jill Fritz, and Trina Madison

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.

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 Administration and District Specialist. Administration and District Specialist regularly assist in classrooms modeling lessons, providing feedback, and working with students. During small group instruction, teachers are working with students utilizing differentiated instruction in all content areas. Students who have scored in the bottom quartile in ELA, are in the computer lab working on I-Ready and Acheive to refine skills identified through blended learning.

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 administrators 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.

Academic Buddy/School-Based Professional Development Liason/Support Saturdays/Daily meetings before and after school as needed per request/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.

Administration in collaboration with teachers unpack the Common Core standards while using the item specifications to find additional resources that align with the appropriate materials for instruction. The participants 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. Instructional frameworks are utilized as a method to deliver instruction through gradual release of responsibility process. In continuing , small group instruction is implemented daily to support the instruction in the core and to practice skills based on assessment diagnostic data. (I-ready, Acheive, District Baseline, District

Assessments)

Teachers use the item specs to unpack the standards and align to district provided curriculum guide. As an additional resource teachers use CPALMS, Duval Math, MAFS, LAFS, Achieve 3000 , I-ready, FCCR, and I-Ready Toolkit, Standards Mastery, and Saxon Phonics 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

Boys & Girls Club 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

Little-Bartley, Erica, littlee1@duvalschools.org

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 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.

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.

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

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

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 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If classrooms are focused on improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas.
- G2.** If the school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals.

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 improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas. 1a

G098289

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	45.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the curriculum expectations and multiple instructional strategies to use with students to advance student understanding of rigorous standards to increase student proficiency in reading and math during whole group and small group/data driven instruction.
- Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Reads, Duval Math, District Science Curriculum, PITSCO Lab, Weekly PLCs, Achieve3000, iReady reading and math, Math Coach, Reading Coach, Reading Specialist, Science Specialist, Reading Interventionists, i-Ready Professional Development Specialist, monthly coaches meetings.

Plan to Monitor Progress Toward G1. 8

Increase in student assessment data

Person Responsible

Erica Little-Bartley

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

i-Ready, Achieve 3000, Standards Mastery, District Assessments

G2. If the school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals. 1a

G098290

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- New staff members and new students unfamiliar with school-wide strategies of Foundations and positive classroom management strategies from CHAMPS/Foundations

Resources Available to Help Reduce or Eliminate the Barriers 2

- No Nonsense Nurturer Trainings and Coachings
- School-wide Culture and Climate Plan
- Behavior supports for teacher

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and behavior observations

Person Responsible

Erica Little-Bartley

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Decrease in referrals and increase in students receiving Tiger Bucks, Classdojo points

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 improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas. **1**

 **G098289**

G1.B1 Limited understanding of the curriculum expectations and multiple instructional strategies to use with students to advance student understanding of rigorous standards to increase student proficiency in reading and math during whole group and small group/data driven instruction. **2**

 **B264418**

G1.B1.S1 Implementation of weekly professional development and common planning that allows teachers to develop and implement engaging, rigorous whole group and small group lessons that address both Tier I and Tier II instructional needs **4**

 **S280102**

Strategy Rationale

If teachers provide engaging lessons that are rigorous, require higher order thinking, and are structured to best meet individual student needs, then student achievement will improve.

Action Step 1 **5**

Teachers will attend weekly common planning with instructional coaches and administration to plan Tier I instruction for all core content areas, and analyze student work to determine effectiveness of instruction.

Person Responsible

Erica Little-Bartley

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Common Planning Agenda, Sign-in sheets, Lesson Plans, classroom walkthroughs.
Teacher feedback with next steps

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

Teachers will attend weekly common planning with instructional coaches and administration to plan Tier II small group instruction driven by most recent student data.

Person Responsible

Erica Little-Bartley

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Small group lesson plans, data to support lesson plans, classroom walkthroughs.

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

Administrative presence at all common planning and teacher professional development sessions.

Person Responsible

Erica Little-Bartley


Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans, Common Planning Agenda/Minutes, Observations notes

G1.B1.S2 The school will collaborate with district support to identify student needs that will ensure all students that are "ready to be taught" and deploy contracted support staff to meet the individual student needs. 4

 S280103

Strategy Rationale

Action Step 1 5

Collaborate with district support staff and IMPACT team to determine student need

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Agendas and student data used to determine need

Action Step 2 5

Set action plan, including measurables and calendar, for IMPACT team to support identified students

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Action Plan

Action Step 3 5

Monitor support from IMPACT Team through bi-weekly progress monitoring meetings

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Progress monitoring tools established during action planning meeting

Action Step 4 5

Make changes to action plan as data indicates

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Changes/edits to action plan as data indicates

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

Review collection of deliverables from each action step to determine each step was done to fidelity

Person Responsible

Christina Hiers

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Deliverables collected after each step

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

Monthly meetings will be held with principal, district support staff and IMPACT team members to ensure support is having a positive impact

Person Responsible

Erica Little-Bartley

Schedule

Monthly, from 9/1/2017 to 10/13/2017

Evidence of Completion

Indicators progress toward a positive trend

G1.B2 Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals. 2

 B264419

G1.B2.S1 Accelerate students to grade level through skills remediation that is intensive, differentiated, and based on data. 4

 S280104

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 8/21/2017 to 6/1/2018

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.B2.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.B2.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 school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals. **1**

 G098290

G2.B1 New staff members and new students unfamiliar with school-wide strategies of Foundations and positive classroom management strategies from CHAMPS/Foundations **2**

 B264420

G2.B1.S1 Utilize Safe and Civil strategies and techniques from Foundations, CHAMPS, PBIS, positive behavior reward systems, and Second Step Bullying Curriculum to address all three tiers of the continuum of the behavioral system of Response to Intervention **4**

 S280105

Strategy Rationale

Create an environment that is safe and conducive to learning which limits off task time for behavior that is inappropriate.

Action Step 1 **5**

Foundation/PBIS Team members will meet to analyze referral data and plan professional development.

Person Responsible

Erica Gindle

Schedule

Weekly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Decreased number of referrals/offenses compared to the number from the previous year.

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

Conduct focus walks school-wide. Provide teachers with the tools and curriculum needed to succeed inside of their classrooms with students who have behavior issues. Review data and conduct focus walks to check for implementation.

Person Responsible

Erica Gindle

Schedule

Weekly, from 8/31/2017 to 6/1/2018

Evidence of Completion

RTI Meetings Agendas, Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building. Duval - 0591 - Garden City Elementary School - 2017-18 SIP Garden City Elementary School

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

Decrease of referrals, out-school-suspensions and in-school suspensions. Increase educational opportunities and instructional time for students and teachers with the use of positive reward systems like Class Dojo, positive referral, and student of the month.

Person Responsible

Erica Gindle


Schedule

Daily, from 8/31/2017 to 6/1/2018

Evidence of Completion

Tiger Bucks, CHAMPS Training and Sign in sheets, Intervention Logs, PBIS Team agendas, Foundations Surveys, Common Area Observations and Documentation.

G2.B1.S2 Leverage the district's ongoing problem solving support around teachers in planning, delivering, and monitoring lessons and activities that meet the needs of all students 4

 S280106

Strategy Rationale

Action Step 1 5

Engage in a problem solving process with the district to establish our school's instructional needs

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Needs assessment

Action Step 2 5

Purchase the appropriate materials and contract for the needed professional development to ensure proper implementation

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Action plan

Action Step 3 5

Work with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity

Person Responsible

Erica Little-Bartley

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Progress monitoring tools established during action planning meeting

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

Review needs assessment, product order, PD and monitoring tools ensure complete alignment

Person Responsible

Erica Little-Bartley

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Deliverables collected after each step

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

Monthly meetings will be held with schools leadership team and district support staff and to ensure learning experiences from purchased products is having a positive impact observational data

Person Responsible

Erica Little-Bartley

Schedule

Weekly, from 9/1/2017 to 6/1/2018







Evidence of Completion

Classroom walkthroughs, lesson plans and coaching logs.

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					
G1.B2.S1.MA1 M408753	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.B2.S1.MA1 M408754	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.B1.S2.MA1 M408751	Monthly meetings will be held with principal, district support staff and IMPACT team members to...	Little-Bartley, Erica	9/1/2017	Indicators progress toward a positive trend	10/13/2017 monthly
G1.MA1 M408755	Increase in student assessment data	Little-Bartley, Erica	8/28/2017	i-Ready, Achieve 3000, Standards Mastery, District Assessments	6/1/2018 weekly
G2.MA1 M408760	Classroom walkthroughs and behavior observations	Little-Bartley, Erica	8/28/2017	Decrease in referrals and increase in students receiving Tiger Bucks, Classdojo points	6/1/2018 weekly
G1.B1.S1.MA1 M408749	Administrative presence at all common planning and teacher professional development sessions.	Little-Bartley, Erica	8/28/2017	Lesson plans, Common Planning Agenda/Minutes, Observations notes	6/1/2018 weekly
G1.B1.S1.MA1 M408750	Teachers will attend weekly common planning with instructional coaches and administration to plan...	Little-Bartley, Erica	8/28/2017	Small group lesson plans, data to support lesson plans, classroom walkthroughs.	6/1/2018 weekly
G1.B1.S1.A1 A377652	Teachers will attend weekly common planning with instructional coaches and administration to plan...	Little-Bartley, Erica	8/28/2017	Common Planning Agenda, Sign-in sheets, Lesson Plans, classroom walkthroughs. Teacher feedback with next steps	6/1/2018 weekly
G1.B2.S1.A1 A377657	Professional development and book studies provided by school based coaches/administration to...	Little-Bartley, Erica	8/21/2017	Lesson Plans, classroom walkthroughs, i-Ready, Achieve 3000, small group instruction, and guided reading	6/1/2018 weekly
G2.B1.S1.MA1 M408756	Decrease of referrals,out-school-suspensions and in-school suspensions. Increase educational...	Gindle, Erica	8/31/2017	Tiger Bucks, CHAMPS Training and Sign in sheets, Intervention Logs, PBIS Team agendas, Foundations Surveys, Common Area Observations and Documentation.	6/1/2018 daily
G2.B1.S1.MA1 M408757	Conduct focus walks school-wide. Provide teachers with the tools and curriculum needed to succeed...	Gindle, Erica	8/31/2017	RTI Meetings Agendas, Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building. Duval - 0591 - Garden City Elementary School - 2017-18 SIP Garden City Elementary School	6/1/2018 weekly
G2.B1.S1.A1 A377658	Foundation/PBIS Team members will meet to analyze referral data and plan professional development.	Gindle, Erica	8/31/2017	Decreased number of referrals/offenses compared to the number from the previous year.	6/1/2018 weekly
G1.B1.S2.MA1 M408752	Review collection of deliverables from each action step to determine each step was done to fidelity	Hiers, Christina	9/1/2017	Deliverables collected after each step	6/1/2018 biweekly
G1.B1.S2.A1 A377653	Collaborate with district support staff and IMPACT team to determine student need	Little-Bartley, Erica	9/1/2017	Agendas and student data used to determine need	6/1/2018 biweekly
G1.B1.S2.A2 A377654	Set action plan, including measurables and calendar, for IMPACT team to support identified students	Little-Bartley, Erica	9/1/2017	Action Plan	6/1/2018 biweekly
G1.B1.S2.A3 A377655	Monitor support from IMPACT Team through bi-weekly progress monitoring meetings	Little-Bartley, Erica	9/1/2017	Progress monitoring tools established during action planning meeting	6/1/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4  A377656	Make changes to action plan as data indicates	Little-Bartley, Erica	9/1/2017	Changes/edits to action plan as data indicates	6/1/2018 biweekly
G2.B1.S2.MA1  M408758	Monthly meetings will be held with schools leadership team and district support staff and to ensure...	Little-Bartley, Erica	9/1/2017	Classroom walkthroughs, lesson plans and coaching logs.	6/1/2018 weekly
G2.B1.S2.MA1  M408759	Review needs assessment, product order, PD and monitoring tools ensure complete alignment	Little-Bartley, Erica	9/1/2017	Deliverables collected after each step	6/1/2018 monthly
G2.B1.S2.A1  A377659	Engage in a problem solving process with the district to establish our school's instructional needs	Little-Bartley, Erica	9/1/2017	Needs assessment	6/1/2018 biweekly
G2.B1.S2.A2  A377660	Purchase the appropriate materials and contract for the needed professional development to ensure...	Little-Bartley, Erica	9/1/2017	Action plan	6/1/2018 biweekly
G2.B1.S2.A3  A377661	Work with district support to hold professional development and establish proper monitoring tools...	Little-Bartley, Erica	9/1/2017	Progress monitoring tools established during action planning meeting	6/1/2018 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 improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas.

G1.B1 Limited understanding of the curriculum expectations and multiple instructional strategies to use with students to advance student understanding of rigorous standards to increase student proficiency in reading and math during whole group and small group/data driven instruction.

G1.B1.S1 Implementation of weekly professional development and common planning that allows teachers to develop and implement engaging, rigorous whole group and small group lessons that address both Tier I and Tier II instructional needs

PD Opportunity 1

Teachers will attend weekly common planning with instructional coaches and administration to plan Tier I instruction for all core content areas, and analyze student work to determine effectiveness of instruction.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

G1.B2 Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals.

G1.B2.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 8/21/2017 to 6/1/2018

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	Teachers will attend weekly common planning with instructional coaches and administration to plan Tier I instruction for all core content areas, and analyze student work to determine effectiveness of instruction.				\$0.00
2	G1.B1.S2.A1	Collaborate with district support staff and IMPACT team to determine student need				\$65,089.13
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,034.88
			Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.			
	6100	312-Subagreements greater than \$25,000	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$57,034.25
			Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.			
	6400	312-Subagreements greater than \$25,000	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$7,020.00
			Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.			
3	G1.B1.S2.A2	Set action plan, including measurables and calendar, for IMPACT team to support identified students				\$0.00
4	G1.B1.S2.A3	Monitor support from IMPACT Team through bi-weekly progress monitoring meetings				\$0.00
5	G1.B1.S2.A4	Make changes to action plan as data indicates				\$0.00
6	G1.B2.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
7	G2.B1.S1.A1	Foundation/PBIS Team members will meet to analyze referral data and plan professional development.				\$0.00

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8	G2.B1.S2.A1	Engage in a problem solving process with the district to establish our school's instructional needs				\$0.00
9	G2.B1.S2.A2	Purchase the appropriate materials and contract for the needed professional development to ensure proper implementation				\$26,870.49
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,125.95
			<i>Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready</i>			
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$22,611.12
			<i>Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI) Kits</i>			
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$3,133.42
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling student kit and materials</i>			
10	G2.B1.S2.A3	Work with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity				\$13,753.42
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$366.35
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling Training Started Full Day Professional Development</i>			
	6400	310-Professional and Technical Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$968.48
			<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>			
	6400	311-Subagreements up to \$25,000	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,034.88
			<i>Notes: Contracted Services - First \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
	6400	312-Subagreements greater than \$25,000	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$11,383.71
			<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
Total:						\$105,713.04