

Jefferson County School District

Jefferson Schools K 12



2017-18 Schoolwide Improvement Plan

Jefferson Schools K 12

50 DAVID RD, Monticello, FL 32344

www.jeffersonschools.net

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)
Combination School PK-12	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	83%

School Grades History

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

**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 Jefferson 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 Jefferson Schools K 12

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Jefferson Elementary School, a culturally and economically diverse school community, is to guarantee the academic achievement of all students through a partnership with parents, community, students, and staff.

b. Provide the school's vision statement.

The Vision of Jefferson Elementary School is to be a place where students grow academically, socially, physically, and emotionally. Jefferson Elementary School is a place where all students achieve their maximum potential regardless of individual differences, experiences, cultural or economic backgrounds.

2. School Environment

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

The process by which the school learns about students' culture and builds relationships between teachers and students is through building a collaborative culture where all teachers are responsible for students' learning. A multicultural committee has also been formed to ensure different events are highlighted to make students aware of others cultures such as the history of Africans and African Americans, the history of the Holocaust, Hispanics' contributions, history of Native Americans, Women's contributions and veterans sacrifices for Americans' continued freedom. This committee will schedule and plan school-wide multicultural events.

The school will also communicate the same vision that all students can and will learn. All stakeholders must share in this common language. Through collaborative efforts, teachers will gain insight about students, their cultures and how best to serve them in the classroom. There will also be monthly meetings geared towards equipping parents to help their child at home or finding resources available to them. The school will also find ways to ensure cultural activities are embedded within the curriculum.

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

The school creates an environment where students feel safe and respected before, during and after school by building positive teacher student relationships, a nurturing environment, establishing clear and consistent expectations for behavior, establishing routines and procedures, and being proactive in providing intervention of potential problems. The school will also seek to have everyone on campus to model expected behavior. Professional development will also be provided in classroom management and PBS/MTSS.

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.

Currently, the school-wide behavioral system is based upon Positive Behavior Support as well as utilizing the Jefferson County School Board Code of Student Conduct to minimizing distractions and inappropriate behavior. The school is implementing Positive Behavior Support strategies to reward desired behavior.

The leadership addressed expected behavior on the first day of school. One addition meeting will be scheduled this semester and two more meeting next semester, if needed. The leadership team will continue to provide training in classroom management strategies and monitor classrooms to ensure students are engaged and differentiated instruction is taking place to meet all students' needs. The guidance counselor through individual and group counseling session, will also ensure the needs of students are met continually.

As a part of the school reform effort through the implementation of Success For All, all school personnel received training in "Getting Along Together", a required component of the project. The implementation facilitates a change in the expectations and the environmental influences that impact instruction.

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 school is currently working on measures to ensure the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. The MTSS team meet bi-weekly to discuss students' needs and address any changes in students that have an impact on their academic and social successes. The school is mentoring students who are having problems. The school is ensuring students encounter individuals daily, whom will speak positive into their lives and expect greatness. The school is providing ongoing professional development to address instruction to ensure the needs of students are being addressed. Academically, the school has identified and employed an academic interventionist who addresses the individual needs of students thereby influencing student behavior.

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.

Students who:

- One or more suspensions, whether in school or out of school
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- miss 10 percent or more of available instructional time,
- are retained pursuant to s. 1008.25(4)(c), F.S.,
- are not proficient in reading by third grade,
- receive two or more behavior referrals, and/or
- receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

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	21	22	11	13	12	11	0	0	0	0	0	0	0	90
One or more suspensions	1	2	2	9	3	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	3	2	3	3	2	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	28	25	37	0	0	0	0	0	0	0	90

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.

Currently, intervention strategies and systems are in place and are decided upon during the MTSS process. There are also interventions that are in place by the classroom teacher and are continued to improve the academic performance of students identified by the early warning system.

The administration has created a system that:

- Has procedures in place to notify parents, agency and community outreach partners to gain their assistance.
- Develops and implements a comprehensive counseling program that will connect families to resources outside of the school.
- Close students gaps related to earning warning system by creating a list of evidenced based interventions and strategies.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

JES will continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents informed of their child's progress through the following:

- Midterm progress reports and weekly academic and behavioral progress reports.
- Utilization of the school's website and Blackboard Connect to inform parent of upcoming events.
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.

- During SAC, Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- Offer fun, interactive tutorials to parents who are unfamiliar with Focus and other forms of educational technology.
- Communicate classroom and school news to parents.
- Create the formats for inviting parent participation in the cultural education process.
- Positive notes, letters, phone calls home.
- Creation of a school Facebook page to dialog with parents and give assistance if needed.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The process by which the school builds and sustains partnership with the local community for the purpose of securing and utilizing resources to support the school and student achievement will include school website postings, social media recognition, local newspapers to highlight school partners, and our partnership with WFSU TV and radio to highlight these partners.

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
Key, Elijah	Principal
DeCardenas, Elizabeth	Assistant Principal
Butler, Makeba	Instructional Coach
Massey, Forrest	Instructional Coach
Hofheinz, Amanda	Instructional Coach

b. Duties

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

Secondary to classroom teaching is school leadership as in influence to students' learning and improving achievement. Therefore, we will work to support and improve the instruction that students receive on a daily basis and seek to build the capacity of teachers through ongoing professional development. The leadership team will work to improve learning and teaching through our influence on our staff's commitment and motivation.

The principal's role consist of building and communicating the schools vision, while setting the tone and the direction for the school year. The principal will also be responsible for building the capacity of all staff members. Assist teachers in become better than proficient in improving instruction. The principal will ensure that instructional time is protected and distractions to teaching is eliminated.

Assistant Principal role is to support and share the common vision of the school. Assist the principal in making data-based decision, building capacity of staff members, ensuring students are learning and helping teachers become better at teaching.

Academic Coaches: The reading, science and math coaches will develop, lead, and evaluate the

school core programs and ensure the Florida Standards are aligned. Assist teachers in improving their instruction through feedback, collaboration and modeling. Identify systematic patterns of student need while working with school personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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.

Because of the school's past status, resources and the recommendations of resources are in abundance. As identified by the Turnaround Option Plan, the school has partnered with Success For All to provide support in the school reform effort, ensuring appropriate instruction for all students. The leadership of the school aligned personnel to fit their strengths that would best meet the needs of all students. Because students are first, placements and changes are always under consideration for change to ensure every child get the very best education possible. This process will be ongoing as we evaluate personnel and how they best suit the students here at JES or should their services be no longer required. Programs are chosen based on their effectiveness to improve student achievement. The core programs are taught with fidelity but they are also looked at for revisions to better meet the needs of all students. Federal, state, and local funds are coordinated based on the needs of students and teachers who have the greatest impact on learning. These decisions are made through students' data, walk-throughs, data chats, informal and formal observations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nikki Seaton	Education Support Employee
Elijah Key	Principal
Elizabeth De Cardenas	Teacher
Sharica Parrish	Parent
Indy Mack	Education Support Employee
Page Gruber	Parent
Elizabeth Alexander	Parent
Jackie Guyton	Business/Community
Shirley Nealy	Parent
Elizabeth Jones	Parent
	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 improvement plan from was simplified and highlighted the goal to improve student achievement. Simplifying the goals made the focus easy to focus upon, improving teachers' instruction.

b. Development of this school improvement plan

Members will collaborate and determine best practices needed to incorporate into the SIP along with evaluating and approving the school's annual budget.

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

The school SAC budget will be shared during the October meeting and decisions will be made.

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

These funds will be used for student incentives in conjunction with our Positive Behavior Support program and Students will earn tickets to use in the "School Store" as well as building character traits of being respectful, responsible, and safe.

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.

Final elections shall be concluded after the October 7th SAC meeting.

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
Key, Elijah	Principal
DeCardenas, Elizabeth	Assistant Principal
Lamb, Kristie	Teacher, K-12
Howard, Twynetta	Teacher, K-12
Roddenberry, Nicole	
Mack, Indy	Teacher, K-12
Parrish, Sharica	Teacher, K-12
Hofheinz, Amanda	Instructional Coach
Massey, Forrest	Instructional Coach
Butler, Makeba	Instructional Coach

b. Duties

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

The LLT will focus on improving reading and writing achievement by highlighting literacy within the school and the community. The LLT will meet on the second Wednesday of each month or as needed

to improve literacy. The LLT will focus its meetings on analyzing benchmark assessments, FAIR assessments, Star, Accelerated Reader, iReady and writing data. The LLT will identify needed professional development, reading activities, and resources according to data. Collaboration will be an ongoing process to make data informed decisions to inform instruction and decide celebrations for students and teachers success. The school will implement jump for Georges to be a reward for those whom are reading and to encourage others. The LLT is comprised of the school's leadership team, as well as a literacy leader from each grade level, and an ESE teacher. The team is currently analyzing baseline data to establish literacy goals for the year. Once the foundation is in place and goals have been set, the team will create a plan of action. The team will promote literacy through curriculum nights, professional development, coaching, modeling and providing the necessary resources.

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.

Weekly meetings are scheduled to discuss data and classroom instruction. Each grade level has common planning and teachers are expected to collaborate with each other to ensure best practices are utilized to increase learning for all students. Common planning times are also used for professional development with academic coaches and to have data chats. Teachers are focused on student learning and improvement and modify their lesson based on data and decisions made through collaboration.

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

The school will participate in job fairs, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Recruit highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events. Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. Establish and maintain relationships with colleges and officials in the field of education to promote the District. Maintain regular contact with designated recruiter to improve talent acquisition effectiveness. Provide Professional Learning Communities during common planning time with Academic Coaches. Provide Beginning Teacher/Mentoring Program. School would also like for the district to offer more financial incentives to teachers whom are being recruited.

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

All first and second year teachers are meeting monthly with the school-develop Beginning Teacher Program and the personnel director. The school is creating systems of support that include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. The principal will also meet with first and second year teachers monthly or as needed to provide them with the necessary supports to increase students' learning. JES academic coaches will help ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. JES is attempting to build the capacity of teachers that will be engaged in systematic mentoring and coaching that are consistent with research that increase learning. Pairing of mentor teachers is underway, as the strengths and weaknesses of veteran teachers are assessed

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.

Core instructional materials are adopted by the State of Florida. Supplemental programs are research proven and aligned with the Florida Standards or Common Core. Academic coaches are assisting teachers with ongoing opportunities to unpack the Florida Standards through collaboration. These opportunities are promoting dialogue that helps to eliminate misunderstandings and increase effectiveness of instructional practices to improve learning. Supplemental materials provided through the external partner, SFA are utilized and are aligned with Florida standards.

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.

JES is ensuring every teacher contributes to literacy improvement of every student. The school will hold meetings on a regular basis to make decisions about literacy instruction in the school through the implementation of SFA. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards. Teachers will utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. The leadership team has created a schedule with an uninterrupted 90 minute reading block. The leadership team has also created a schedule with an additional 60 minute reading block. The Success for All reading program will be implemented starting in January as the core and the Wonders Reading curriculum will become supplemental. The school is providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction. Leadership team is monitoring progress at the class and grade level during team meetings. The leadership team is creating an environment where data chats with students are seamlessly woven into the fabric of our culture. Academic coaches are choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry). Students are no longer isolated but receiving push-in services for ESE.

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: Extended School Day

Minutes added to school year: 9,000

The school is currently utilizing extended day .

Strategy Rationale

To be a continuation of the school day to ensure 1080 hrs of instruction is taking place as a result of being one of the lowest 300 performing schools and to offer other curriculum available during those time to close the achievement gap and to increase students' achievement in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DeCardenas, Elizabeth, elizabeth.decardenas@jeffersonschooldistrict.org

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

Baseline data is being used to determine students' placement in the reading program through Success for All. On-going progress monitoring is done throughout the year.

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.

JES leadership team and teachers participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration takes place per grade level at this time but administration envisions vertical collaboration between grade levels, Pre-k and the middle school to improve learning.

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.

Units are taught in all grade levels on community helpers and civic organizations and responsibilities. Career Fairs are held each year to allow students opportunities to meet local leaders to better understand their career goals and responsibilities.

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

NA

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.

NA

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 teachers deliver well prepared Florida standards based instruction, learning will increase.

Strategic Goals Detail

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

G1. If teachers deliver well prepared Florida standards based instruction, learning will increase. 1a

G098633

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	39.0

Targeted Barriers to Achieving the Goal 3

- Lesson planning/lack of preparation
- Reflection on instruction not evident

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches (vacant) and Interventionist
- FLDOE DA Staff
- New Core Curriculum in Reading (McGraw-Hill Wonders)
- New Go Math Florida Standards
- Self contained classroom vs departmentalization
- Common planning
- Collaboration
- ESE students mainstreamed, no longer self contained
- Florida Inclusion Network assistance
- CWT with looks fors
- CPALMS
- FDLRS

Plan to Monitor Progress Toward G1. 8

Administration and academic coaches will monitor the effectiveness of instruction delivered by teachers, utilizing PD 360, walk-throughs, formal and informal observations and student achievement data.

Person Responsible

Elijah Key

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The evidence that will be collected/used to demonstrate the goal is being monitored is PD 360 observation usage and student data showing continuous improvement.

Plan to Monitor Progress Toward G1. 8

A pacing guide for Wonders, the reading program, has been developed. Weekly and unit assessments are given to ensure all standards are covered prior to the end of the year assessments. Administration and academic coaches are monitoring data and having data chats with teachers. Data analysis sheets require teachers to group students for reteaching, corrective instruction and enrichment weekly.

Person Responsible

Elizabeth DeCardenas

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Students weekly and unit assessments scores in Wonders. Assessments are online for grades 5 only and paper and pencils for all other grades. Lesson plans, observations, data analysis forms, data chats with teachers.

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 teachers deliver well prepared Florida standards based instruction, learning will increase. **1**

 **G098633**

G1.B1 Lesson planning/lack of preparation **2**

 **B265445**

G1.B1.S1 A common lesson plan training to address the changes that can be made to the pacing guide to make it an more effective tool for teachers. **4**

 **S281359**

Strategy Rationale

Revising the pacing guide can minimize some time spent in planning preparation and more time in planning form more effective activities to engage all learners. Addressing the pacing guide tool will make it easier for teachers to collaborate on instructional practice and analyze data as a direct result of instruction.

Action Step 1 **5**

Teacher will be provided with a common template for planning their lessons and the academic coaches will assist teachers in lesson plan development. Teachers will submit plans weekly and will be monitored by the leadership team.

Person Responsible

Elizabeth DeCardenas

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans submitted via email and lesson plans available in the classroom.

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

Academic Coaches and Administration will ensure lesson plans are submitted weekly and have all the elements for effective teaching.

Person Responsible

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans submission by teachers to google drive and feedback from the administration team.

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Weekly meetings with academic coaches or bi-weekly meetings with administration. 4

 S281360

Strategy Rationale

Ongoing professional development can take place and coaches can assist teachers with planning. Data chats will also take place during these meetings to help inform instruction. The process will also build capacity in teachers to assist each other.

Action Step 1 5

Teachers will meet weekly with academic coaches to improve instructional delivery and to build their capacity.

Person Responsible

Elijah Key

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

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

Protecting time for collaborations and classroom walk-throughs for follow-up.

Person Responsible

Elizabeth DeCardenas

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Meeting and Training Agendas signed by participants.

G1.B1.S3 Common Planning to collaborate. 4

 S281361

Strategy Rationale

Collaboration will be important in turning this school around as teachers discuss the best instructional practices to educate our students.

Action Step 1 5

Master schedule allows teachers time to collaborate in order to improve instruction and students' learning.

Person Responsible

Elizabeth DeCardenas

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Class instruction that is engaging all students and learning is evident through classroom assessment.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Protection of planning and collaboration time to ensure relevant PD to improve teaching is taking place.

Person Responsible

Elijah Key

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Effective teaching strategies and improved learning by students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Reflection on instruction not evident 2

 B265446

G1.B2.S1 Utilize the "I Noticed, I Wondering" walk-through strategy to help teachers reflect on their instruction. 4

 S281362

Strategy Rationale

By giving teachers factual information about what going on in their class will assisting them in thinking and writing about why things are happening in their class.

Action Step 1 5

Administration will provide teachers ongoing feedback and will give teachers the opportunity to reflect on what was noticed and wondered.












Person Responsible

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

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.B1.S1.MA1  M411464	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.MA1  M411467	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M411469	Administration and academic coaches will monitor the effectiveness of instruction delivered by...	Key, Elijah	8/17/2015	The evidence that will be collected/used to demonstrate the goal is being monitored is PD 360 observation usage and student data showing continuous improvement.	5/27/2016 weekly
G1.MA2  M411470	A pacing guide for Wonders, the reading program, has been developed. Weekly and unit assessments...	DeCardenas, Elizabeth	8/31/2015	Students weekly and unit assessments scores in Wonders. Assessments are online for grades 5 only and paper and pencils for all other grades. Lesson plans, observations, data analysis forms, data chats with teachers.	5/27/2016 weekly
G1.B1.S1.MA1  M411465	Academic Coaches and Administration will ensure lesson plans are submitted weekly and have all the...		8/29/2016	Lesson plans submission by teachers to google drive and feedback from the administration team.	5/26/2017 weekly
G1.B1.S1.A1  A379386	Teacher will be provided with a common template for planning their lessons and the academic coaches...	DeCardenas, Elizabeth	8/29/2016	Lesson plans submitted via email and lesson plans available in the classroom.	5/26/2017 weekly
G1.B2.S1.A1  A379389	Administration will provide teachers ongoing feedback and will give teachers the opportunity to...		8/10/2016		5/26/2017 daily
G1.B1.S2.MA1  M411466	Protecting time for collaborations and classroom walk-throughs for follow-up.	DeCardenas, Elizabeth	8/29/2016	Meeting and Training Agendas signed by participants.	5/26/2017 biweekly
G1.B1.S2.A1  A379387	Teachers will meet weekly with academic coaches to improve instructional delivery and to build...	Key, Elijah	8/29/2016		5/26/2017 weekly
G1.B1.S3.MA1  M411468	Protection of planning and collaboration time to ensure relevant PD to improve teaching is taking...	Key, Elijah	8/10/2016	Effective teaching strategies and improved learning by students.	5/26/2017 weekly
G1.B1.S3.A1  A379388	Master schedule allows teachers time to collaborate in order to improve instruction and students'...	DeCardenas, Elizabeth	8/10/2016	Class instruction that is engaging all students and learning is evident through classroom assessment.	5/26/2017 daily

V. Professional Development Opportunities

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

G1. If teachers deliver well prepared Florida standards based instruction, learning will increase.

G1.B1 Lesson planning/lack of preparation

G1.B1.S1 A common lesson plan training to address the changes that can be made to the pacing guide to make it an more effective tool for teachers.

PD Opportunity 1

Teacher will be provided with a common template for planning their lessons and the academic coaches will assist teachers in lesson plan development. Teachers will submit plans weekly and will be monitored by the leadership team.

Facilitator

Administration and Academic Coaches

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G1.B1.S2 Weekly meetings with academic coaches or bi-weekly meetings with administration.

PD Opportunity 1

Teachers will meet weekly with academic coaches to improve instructional delivery and to build their capacity.

Facilitator

Academic Coaches and Administration

Participants

Teachers, Academic Coaches, Administrators, and FLDOE DA staff.

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G1.B2 Reflection on instruction not evident

G1.B2.S1 Utilize the "I Noticed, I Wondering" walk-through strategy to help teachers reflect on their instruction.

PD Opportunity 1

Administration will provide teachers ongoing feedback and will give teachers the opportunity to reflect on what was noticed and wondered.

Facilitator

Administration and Academic Coaches.

Participants

All Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. If teachers deliver well prepared Florida standards based instruction, learning will increase.

G1.B1 Lesson planning/lack of preparation

G1.B1.S3 Common Planning to collaborate.

TA Opportunity 1

Master schedule allows teachers time to collaborate in order to improve instruction and students' learning.

Facilitator

Administration and Academic Coaches

Participants

All staff members.

Schedule

Daily, from 8/10/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Teacher will be provided with a common template for planning their lessons and the academic coaches will assist teachers in lesson plan development. Teachers will submit plans weekly and will be monitored by the leadership team.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
2	G1.B1.S2.A1	Teachers will meet weekly with academic coaches to improve instructional delivery and to build their capacity.				\$171,393.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	160-Other Support Personnel	0111 - Jefferson Schools K 12		0.5	\$7,518.88
Notes: Parent liaison salary and benefits						
	5100	150-Aides	0111 - Jefferson Schools K 12			\$40,554.00
	6300	130-Other Certified Instructional Personnel	0111 - Jefferson Schools K 12	Title I, Part A		\$40,638.35
Notes: Academic Coaches (Science and Math) - salaries and benefits						

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	5100	510-Supplies	0111 - Jefferson Schools K 12	Title I, Part A		\$12,000.00
	5500	120-Classroom Teachers	0111 - Jefferson Schools K 12	Title I, Part A	0.5	\$14,982.00
	7800	160-Other Support Personnel	0111 - Jefferson Schools K 12	Title I, Part A		\$5,300.00
			<i>Notes: Drivers, benefits, fuel</i>			
	5100	120-Classroom Teachers	0111 - Jefferson Schools K 12	Title I, Part A		\$50,400.00
3	G1.B1.S3.A1	Master schedule allows teachers time to collaborate in order to improve instruction and students' learning.				\$1.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1.00
4	G1.B2.S1.A1	Administration will provide teachers ongoing feedback and will give teachers the opportunity to reflect on what was noticed and wondered.				\$0.00
					Total:	\$171,394.23