



## Venetia Elementary School

4300 TIMUQUANA RD, Jacksonville, FL 32210

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
69%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
57%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Every child will successfully learn the skills necessary to matriculate to the next grade level and be able to put those skills into practice.

##### **Provide the school's vision statement**

Every child enrolled in the school will become a productive and successful part of society, equipped with the knowledge and skills necessary to contribute to society.

#### School Environment

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

The school learns about students' cultures through a variety of formal and informal ways. At the beginning of the year, teachers administer interest surveys and inventories in order to learn about their backgrounds and prior knowledge. Teachers work to build relationships with their students by establishing a positive behavior management system, in which students clearly understand the expectations and consequences. In addition, teachers conduct activities with their students that allow them to get to know one another and appreciate differences.

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

The Foundations team works with the school to establish rituals and routines for before, during, and after school. Before school, students in kindergarten, first, second, and third grades sit outside of their classroom and quietly read a book. Students are educated with a morning hallway "CHAMP" which defines the conversation, help, activity, movement, and participation that is expected. In order to ensure safety and to alleviate crowding in the hallways before school, fourth and fifth graders eat breakfast and read in the cafeteria prior to school starting. Adults are actively monitoring the students before school to ensure that they are safe and following directions. During school, teachers have all worked to establish clear expectations, using the CHAMPs model. Teachers consistently provide instruction on expectations as well as consequences. While students are in the cafeteria, they are expected to follow established guidelines as well and are given the opportunity to talk quietly with their classmates while eating. After school, every teacher in the building participates in dismissal, resulting in active supervision of all children. Buses are called one by one and students load after being checked off on a list. Walkers and car riders are only dismissed to parents/guardians upon presentation of an official Venetia car tag. School-wide and classroom expectations and rules are consistently revisited through the Foundations and Shared Decision Making Team in order to make revisions as needed. The school recognizes classes that are doing well in the hallways and cafeteria by awarding "puzzle pieces" outside their classroom door. In addition, students are selected by teachers each month to represent their class as a "Victorious Viking." This student is selected based on the school's monthly character trait, which is facilitated by the counselor.

##### **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**

The school-wide behavior system in place that minimizes distractions and helps to facilitate student engagement is the use of CHAMPs. Each teacher has been trained in CHAMPs, which allows students to understand the expectations for each part of the school day. At the beginning of the year, all teachers are trained on the district's Code of Conduct. Students also attend a school-wide assembly (K-2 and 3-5) to hear about the Code of Conduct, the rules/expectations, as well as the consequences for classrooms, common areas, and before/after school. Throughout the year, the administration analyzes discipline data in order to look at trends and determine areas of focus. By doing so, the Foundations Team and administration can be proactive in the discipline approach. When a student is sent to the office, the administration follows the district's protocol, allowing the student to make a statement, conducting an investigation, making a judgment about the behavior, and assigning a consequence.

**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**

Venetia Elementary School ensures that every student has equitable access to a state certified school counselor, as well as a comprehensive school counseling program that provide services to address their social-emotional needs through the use of:

- Individual and group counseling;
- Classroom guidance lesson;
- Character development;
- Positive reinforcement activities;
- Outside agency referrals; and
- School district support personnel.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

At the beginning of the year, all teachers and staff members received training on the early warning signs that shows possible indication of behavioral concerns, abuse, bullying and crisis or emergency situations in children. They were given procedures to follow after an early warning sign has been identified in a child and persons to follow up with for resources and next steps. In response to students with chronic behavior and disciplinary problems, the first step is to contact the parent or guardian. A referral to the school counselor would be the next step in seeking collaborative support. A referral to the Collaborative Problem Solving Team (CPST) would deem appropriate and necessary to determine the cause of the problem, so that a plan can be developed and implemented to help improve the behavior. Students with excessive tardiness and/or absenteeism were referred to the attendance social worker or truant officer to schedule an attendance intervention team meeting. Parents will be notified in writing of the dates that their child was absent and/or tardy from school. The teacher verifies to ensure the parent has or has not provided the acceptable documentation for their child's attendance. The school counselor or principal designee, attendance social worker or truant officer, and parent discuss the attendance issue and help the family by referring them to other agencies or support personnel when appropriate. An attendance contract is established and the parent signs it. In our effort to encourage positive behavior and increase the attendance of all students, we implement school wide positive reinforcement activities such as Perfectly Punctual Kids (PPK). PPK is a monthly team building strategy that is used to improve students' attendance. We will also incorporate a monthly character development award called Victorious Viking where we rewarded students who demonstrated the character trait of the month.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	3	4	1	17	3	28
Course failure in ELA or Math	3	1	4	0	2	0	10
Level 1 on statewide assessment	0	0	0	21	24	12	57
	0	0	0	0	0	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
	3	4	5	
Students exhibiting two or more indicators	1	2	5	8

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

Students who exhibited two or more early warning indicators will be identified and supported. This year we are implementing nurture groups that will focus on our bottom quartile students in reading and math. Our bottom quartile students include the lowest 25% of our 4th and 5th grade students and our 3rd grade repeaters. Their progress on formal and informal assessments will be monitored to determine what supports and resources are needed to ensure they are meeting grade level expectations. The leadership team will conduct data chats at the middle and end of the nine weeks. During those times, students who exhibit excessive tardies and absences will be identified for closer monitoring. It is our goal to be proactive by implementing interventions for those students who exhibit early warning systems.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

The school works at building positive relationships in many of those ways. One of the ways that we are working to increase involvement and keeping parents informed is through effective communication. This includes sending monthly newsletters, weekly email updates, and weekly Connect Duval messages. By keeping parents aware of what is going on at the school, they will hopefully want to actively participate. Another way that we plan to keep parents involved is through

family events. These events will be held in the evenings and be creative and engaging ways to bring families into the building. In addition, grade levels will be thinking about ways to effectively communicate academic expectations as well as keeping parents informed about their child's progress by implementing student-led conferences. These conferences will allow students to showcase their progress to their parents. By sending regular progress reports, encouraging parent conferences, as well as utilizing the Parent Portal, parents will stay informed of their child's progress.

**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**

As the neighborhood school for NAS Jacksonville, we have an active partnership with the military and are also seeking to expand the number of volunteers from the base. By working with the military liaison as well as the military family life counselor, there has been an expanded effort to increase the number of Navy volunteers. These volunteers help in and out of the classroom as well as help to host events such as flag raisings and holiday celebrations. We are also working to take groups of students to the base for field trips, including the entomology lab. The new administration at the school has also worked hard this summer to visit local businesses to build relationships and support for the school. By doing so, we have been fortunate to have local companies who are willing to support some of our initiatives, including the purchase of school supplies, rewards, etc. This will be a continued area of focus for the school so that we are able to secure resources for student achievement.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Collins, Jennifer	Principal
White, Nikesha	Assistant Principal
Worthen, Monique	Instructional Coach
Moser, Carol	Instructional Coach
Campbell, Na'Toria	Guidance Counselor

**Duties**

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

The leadership team works together to ensure that teaching and learning is occurring and that students are showing academic growth. On a weekly basis, the leadership team meets together to discuss data, instruction, and professional development. Together, the team discusses the needs of the school and students and determines next steps for the week. By observing in classrooms throughout the week, the team is able to coach and mentor teachers to improve student achievement. The team reads professional development material together to stay abreast of current best practices and determine how to best help the staff. Together, the team looks at school-wide instructional practices and makes decisions together that will help the staff grow as professionals.

***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**

Throughout the year, the school leadership team surveys teachers and conducts informal/formal observations that help to identify desired outcomes. In addition, the team also looks at the School Improvement Plan to ensure that all resources and personnel are aligned to the school's goals. On a regular basis, the team sits down and looks at both formal and informal assessment results to determine how funds that are provided by the district should be spent. For example, we agreed that supplemented money should be utilized for a math interventionist position based upon the previous year's proficiency and learning gains in this subject area. On a weekly basis, the team sits down at a leadership team meeting to problem solve any areas that may have arisen. Based on observations, we noticed that the teachers were in need of manipulatives in order to support mathematical instruction. As a result, we prioritized our funds in order to purchase and provide these resources. The Principal leads the leadership team meetings in order to ensure that all resources are aligned to the school's goals and data.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jennifer Collins	Principal
Vernon Washington	Business/Community
Clifford Lonesome	Parent
Kimberly Mills	Parent
Christina DeStefano	Parent
Calvin Rockward	Teacher
Lakeisha wells-Palmer	Parent
Jenny Pike	Teacher
Sheila Folsom	Parent
Timothy Williams	Parent
Melissa Shaneyfelt	Education Support Employee
Ashley King	Business/Community

#### Duties

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

#### *Evaluation of last year's school improvement plan*

The School Advisory Council reviews the school improvement plan each meeting and provides feedback to the school's leadership and staff. They suggest additional strategies or discuss the progress made on the school's goals. In addition, the SAC participates in the Mid-Year Review in which the committee discusses the progress of the students. At the end of the year, the SAC reviews the School Improvement Plan to note the progress made toward goals as well as set new goals for the upcoming year.

#### *Development of this school improvement plan*

The School Advisory Council reviews school performance data and determines the causes of low performance. The School Advisory Council advises the school on the School Improvement Plan and looks at each component during the scheduled meetings.

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

The School Advisory Council reviews the budget that has been recommended by the Shared Decision Making team and school administration. They look at the school's goals and then determine if there are priorities that need to be addressed in addition to the recommendations.

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

- \$378.00 Let's Find Out Kindergarten Scholastic Readers
- \$336.75 Scholastic News Grade 1
- \$390.63 Scholastic News Grade 2
- \$314.30 Scholastic News Grade 3
- \$314.30 Scholastic News Grade 4
- \$345.73 Scholastic News Grade 5
- \$76.23 Science Spin (Grades 3-5)

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Burrows, Tammy	Teacher, K-12
French, Alex	Teacher, K-12
Worthen, Monique	Instructional Coach
Keith, Katie	Teacher, K-12
Reddic, Genny	Teacher, ESE
Pike, Jennifer	Teacher, K-12
Hegdal, Linda	Teacher, K-12
Tuttle, Kerri	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) meets monthly to review student data and how the school is progressing on meeting the goals outlined in the School Improvement Plan. The team will look at formal data such as I-Ready, CGA, and DAR data in order to look at the literacy needs school-wide. The LLT will also look at data across grade levels and classrooms to determine where the strengths and weaknesses in the building lie. By doing this, we will be able to strategically group students during our extra hour as well as provide support through targeted interventions. By looking at class data, we can plan our conversations and instructional rounds around those teachers and what

instructional strategies certain teachers are using that are successful. In addition, the team will meet to formulate ideas on how literacy can be increased both in the classroom and school-wide. Together, the team will organize activities such as a Reading Kick-Off and Reading Celebration as well as other events throughout the year. As a team, the members will ensure that all students are supported in the areas of reading and writing by meeting in professional learning communities and grade level meetings. Finally, the team will lead school and district initiatives and practices related to literacy.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Administration at Venetia Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2014-2015 school year. As a school, everyone has agreed to make school relevant and engaging for kids by focusing on positive reinforcements. Teachers and staff will collaborate and contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers. All teachers have an opportunity for common planning four times a week during Week A and three times during Week B. Another opportunity for teachers to collaborate with their grade level is the PLAN session. On a rotating schedule, each grade level participates in a three hour professional development session held on their assigned Wednesday. During these sessions, the reading and math coaches provide training based on the professional development needs of the school. In these sessions, coaches and teachers will work on unpacking the new Florida Standards and other topics such as the Gradual Release of Responsibility Model, curriculum/curriculum guides and best practices. The reading and math coaches are resources for all teachers and will provide support based on the needs of teachers and students.

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

At Venetia Elementary, teacher candidates are strategically recruited and selected based on the needs of the school. Novice teachers are supported by the Mentoring and Induction for Novice Teachers (MINT) program. Teachers participating in this program will have an assigned MINT Specialist and a school based mentor to offer support and guidance during the school year. Monthly learning sessions are available to novice teachers to help them become successful during their first year of teaching.

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

Novice teachers are paired with veteran teachers who have been trained to assist with such things as lesson planning, classroom management, technology and scheduling. All mentors have been through the Clinical Educator Training for completing observations and assisting with next steps of their mentees. These mentor teachers must also have received an effective or highly effective rating on their previous year's evaluation. In addition, mentors will be selected based upon the grade level, certification, and level of expertise in the particular subject area.

A school based Professional Development Facilitator (PDF) will participate in monthly learning sessions and use this information to support the teachers. Novice teachers will participate in mentor observation cycles in which they will receive feedback and next steps in order to facilitate growth. Novice teachers will also visit other teachers' classrooms to observe best practices and determine how they can implement these in their own classrooms. Monthly meetings with new teachers will be conducted to review plans and assist with any issues they may have.

In order to fully support the new teachers' needs, the school based support team provides support and

resources. At Venetia, this team consists of the Principal, PDF, mentor, reading coach, math coach, and novice teacher.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school's leadership team works with the teachers on a regular basis to ensure that core instructional programs and materials are aligned to Florida's standards. Through common planning times and professional learning communities, teachers work together to unpack the standards and utilize the district's curriculum guide in order to design their lessons. The teachers also share student work and analyze data to determine that students are meeting the standards. By utilizing the test specifications for each grade level and subject area, teachers can determine the content limits, clarifications, and distractor attributes for each benchmark.

#### Instructional Strategies

***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***

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, District Curriculum Guide Assessments, DAR, and I Ready to determine where students are currently performing. In addition, teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each student's needs. The leadership team also reviews data to work with teachers in order to design lessons that meet students' needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that isn't successful, teachers work together in Collaborative Problem Solving Teams to determine if they need tier three interventions. ESE teachers and the reading interventionist push into classrooms to help both ESE students as well as other students who may be struggling in a particular area.

***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:** 10,800

Students receive an extra hour of reading that provides remediation and/or enrichment based upon the students' targeted needs.

**Strategy Rationale**

Due to the school's proficiency, gains, and bottom quartile gains in reading during the 2013-2014 school year, the school has been given the opportunity to participate in the extra hour. During this hour, teachers utilize data to allow students additional instruction in reading strategies/skills.

**Strategy Purpose(s)**

- Enrichment

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

Collins, Jennifer, collinsj@duvalschools.org

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

Data from the DAR, CGA, and I-Ready will be monitored to determine student growth in the area of reading. Students in all subgroups will be monitored in order to determine the effectiveness.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The school supports incoming students by working with local daycares and preschools to offer tours in the spring. These experiences allows incoming students the opportunity to observe in kindergarten classrooms. We will also be hosting a Kindergarten round-up this year that will allow families to visit and learn about kindergarten. When students enter kindergarten, the teachers provide support to the students, assessing to determine their strengths and weaknesses. Our fifth graders will be given the opportunity to visit local middle schools in the spring. In addition, we will invite counselors and administrators from local middle schools and provide opportunities for parents to meet with them regarding any questions or concerns they may have.

**College and Career Readiness**

**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

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

N/A

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

N/A

**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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Teachers will improve center effectiveness by using assessment data to adequately group students.
- G2.** Teachers will implement effective teaching instruction aligned to the Florida Standards, including differentiated strategies and accommodations for all students.
- G3.** Teachers will utilize strategies that result in active, intellectual student engagement for all students, in all subgroups.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Teachers will improve center effectiveness by using assessment data to adequately group students.**

1a

G039570

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	62.0

**Resources Available to Support the Goal** 2

- Reading Coach, Math Coach, Professional Learning Communities, Common Planning times built into the master schedule, Leveled texts, Instructional Rounds as a professional development practice, Early Release professional development time, Master schedule to include centers

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of daily centers in reading and math
- There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses
- Not enough knowledge of resources that would provide teachers with instructional tools and strategies.

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

Data from Curriculum Guide Assessments, I Ready Reading and Math, etc. will be collected to determine progress. The leadership team will also monitor the progress of students who are in danger of being retained.

**Person Responsible**

Jennifer Collins

**Schedule**

Quarterly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Informal/formal assessment data, report cards, progress reports, data tracking sheets

**G2.** Teachers will implement effective teaching instruction aligned to the Florida Standards, including differentiated strategies and accommodations for all students. 1a

G039571

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- Full time Reading Coach, full time Math Coach, full time Reading Interventionist, two Varying Exceptionalities ESE teachers, common planning time built into the daily schedule, computer programs such as Achieve 3000, I Ready, Write to Learn, etc, access to district specialists in math and science, differentiated materials

**Targeted Barriers to Achieving the Goal** 3

- Lack of training and professional development to effectively implement curriculum
- Unclear understanding of the gradual release model
- New Florida Standards and district curriculum guides
- Lack of prior knowledge of science concepts when students reach fifth grade

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

Curriculum Guide Assessment data in Reading, Math, and Science; I Ready Reading and Math scores

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Walk through logs, informal/formal assessment data, lesson plans

**G3.** Teachers will utilize strategies that result in active, intellectual student engagement for all students, in all subgroups. **1a**

G039572

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** **2**

- Reading Coach, Math Coach, CHAMPS/Foundations training, Computer-based programs that include I Ready, Achieve 3000, and Write to Learn, Performance Matters training, Professional Learning Communities, common planning times built into the master schedule

**Targeted Barriers to Achieving the Goal** **3**

- Difficulty with student off-task behavior
- Lack of teacher knowledge of multiple strategies to increase student engagement.
- Inconsistent use and application of technology

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

Curriculum Guide Assessments (district), I Ready (Reading/Math), and other formal/informal assessment results will be analyzed to determine progress toward the goal.

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Formal/informal assessment data

## 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.** Teachers will improve center effectiveness by using assessment data to adequately group students. **1**

 G039570

**G1.B1** Inconsistent implementation of daily centers in reading and math **2**

 B095510

**G1.B1.S1** Classroom schedules will be organized to include daily center rotation time with differentiated plans for each center. **4**

 S106660

#### Strategy Rationale

It is necessary to have center rotations built into a daily schedule so that it happens on a consistent basis.

#### Action Step 1 **5**

Teachers will be trained on how to design their schedules to conduct centers and rotate students through them.

#### Person Responsible

Carol Moser

#### Schedule

Every 6 Weeks, from 9/17/2014 to 6/5/2015

#### Evidence of Completion

Center activities are implemented in all classrooms as documented by classroom observations.

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

Classroom walk throughs will be conducted to determine that centers are being implemented daily during the language arts and math blocks.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/10/2014 to 6/5/2015

***Evidence of Completion***

Classroom Walk through logs, CAST observations, lesson plans

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

Student work and data will be analyzed to determine the effectiveness of centers.

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 8/31/2014 to 6/5/2015

***Evidence of Completion***

Data chat sheets, student data, teacher profile sheets

**G1.B2** There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses **2**

 B095511

**G1.B2.S1** Data chats will be held between the teachers and leadership team at the mid-point and end of each nine weeks. The data chats will follow an identified problem-solving protocol. **4**

 S106661

### **Strategy Rationale**

The data chats will provide an opportunity for teachers to problem solve with the Principal, Assistant Principal, Reading Coach, and Math Coach.

### **Action Step 1 5**

Data chats will be utilized on a consistent basis and will follow an identified problem-solving protocol.

#### **Person Responsible**

Jennifer Collins

#### **Schedule**

Monthly, from 9/17/2014 to 6/5/2015

#### **Evidence of Completion**

Data chat forms, data tracking sheet, progress reports, report cards

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

After each data chat session, teacher data will be analyzed for trends, next steps, etc.

#### **Person Responsible**

Jennifer Collins

#### **Schedule**

Monthly, from 9/17/2014 to 6/5/2015

#### **Evidence of Completion**

Agendas, data analysis forms, data chat notes

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

Members of the team will continue to monitor student data to determine if next steps have been taken as a result of data chats.

### Person Responsible

Jennifer Collins

### Schedule

Monthly, from 9/17/2014 to 6/5/2015

### Evidence of Completion

Data tracking sheets, data analysis forms, and student work

**G1.B3** Not enough knowledge of resources that would provide teachers with instructional tools and strategies. 2

 B095512

**G1.B3.S1** Teachers will collaborate during common planning time to research instructional tools/ strategies in order to plan and implement differentiated activities. 4

 S106662

### Strategy Rationale

Teachers have students with varying levels in their classrooms. In order to meet all their needs, it is imperative that teachers find resources that are appropriate.

## Action Step 1 5

During professional learning communities and common planning times, teachers will conduct research in professional books and on websites to find strategies and resources that will help them to differentiate their center activities.

### Person Responsible

Monique Worthen

### Schedule

Every 6 Weeks, from 9/3/2014 to 6/5/2015

### Evidence of Completion

Informal and formal assessments

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

Lesson plans, small group notes, and observations during center time will be used to monitor implementation of differentiated center activities.

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 9/10/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, Classroom walk throughs, Center focus walk forms

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

Through observations, teacher reflections, and student work, we will be able to determine if teachers are using resources that will help with differentiation.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

Observation tools, lesson plans, center notes, teacher reflections, student work

**G2.** Teachers will implement effective teaching instruction aligned to the Florida Standards, including differentiated strategies and accommodations for all students. 1

G039571

**G2.B1** Lack of training and professional development to effectively implement curriculum 2

B095514

**G2.B1.S1** Teachers will participate in instructional rounds to observe the successful implementation of new strategies and curriculum. 4

S106664

### Strategy Rationale

It is important that teachers observe other teachers in the building to note best practices.

### Action Step 1 5

Teachers will observe other teachers in the school to observe best practices and effective teaching strategies.

#### Person Responsible

Monique Worthen

#### Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Instructional rounds debriefing forms, observation forms

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

After instructional rounds are completed, debriefing sessions will be held to discuss positives, wonderings, and application to classroom.

#### Person Responsible

Monique Worthen

#### Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Debriefing forms, observation logs

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

The leadership team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Data sheets with student scores will be collected and analyzed

**G2.B1.S2** Teachers will work with coaches during common planning time and professional learning communities to look at district curriculum guides and standards in order to plan effective instruction. 4

 S106665

**Strategy Rationale**

With new Florida Standards and a new state assessment, it is important that teachers work together to unpack the standards and prepare for effective instruction.

**Action Step 1** 5

Teachers will meet in common planning time and Professional Learning Communities in order to collaborate and design lessons, using the district approved curriculum, that meet students' needs.

**Person Responsible**

Monique Worthen

**Schedule**

Biweekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Notes and agendas from the common planning sessions and PLCs will document work.

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

The administration will review lesson plans on a weekly basis in order to determine if teachers are implementing district initiatives and Florida standards.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, student work

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

The administration will review student data to determine if students are making progress on the benchmarks.

**Person Responsible**

Nikesha White

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Student data, data profile sheets

**G2.B2 Unclear understanding of the gradual release model** 2

B095515

**G2.B2.S1** Teachers will use the Gradual Release of Responsibility Model in order to scaffold learning in each subject area. 4

S106666

**Strategy Rationale**

**Action Step 1** 5

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but is not limited to modeling by the coach, reviewing videos of teachers using the gradual release model, and observing other teachers.

**Person Responsible**

Monique Worthen

**Schedule**

Every 6 Weeks, from 9/3/2014 to 6/5/2015

**Evidence of Completion**

Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

The school based leadership team meets weekly and during this time we discuss plans for the week which includes our areas of focus. Administration and reading and math coach will collaborate about next steps in improving teacher effectiveness and increasing student performance.

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Exit tickets will be required for each professional development session to check teacher understanding.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Administration will go into each classroom to ensure the gradual release model is implemented with fidelity. Effective implementation results in the teacher following the model as well doing what is best for students.

**Person Responsible**

Nikeshia White

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Evidence of the gradual release model should be evident in all classrooms during language arts and math instruction.

**G2.B3 New Florida Standards and district curriculum guides 2**

 B095516

**G2.B3.S1** Teachers will collaborate with school-based Reading and Math Coach during common planning times and professional learning communities to unpack standards and align curriculum. 4

 S106667

**Strategy Rationale**

**Action Step 1 5**

.Teachers will meet in common planning sessions, Professional Learning Communities and PLAN sessions in order to collaborate and unpack LAFS and MAFS.

**Person Responsible**

Carol Moser

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Agendas will be collected in order to determine the content of the PD sessions; Classroom observations will note follow through of content.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The leadership team will view minutes, agendas, and coaching logs to determine implementation.

**Person Responsible**

Jennifer Collins

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Minutes, agendas, coaching logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Data will be analyzed on a regular basis to determine progress toward goal.

**Person Responsible**

Nikeshia White

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Data profile sheets, data chat notes, school and district data

**G2.B4** Lack of prior knowledge of science concepts when students reach fifth grade **2**

 B129427

**G2.B4.S1** Teachers will teach science daily, including a hands on lab at least once a week. **4**

 S141565

**Strategy Rationale**

Students need to have instruction in science every day through hands on activities.

**Action Step 1** **5**

Teachers will design their schedules so that they teach science every day and follow this schedule.

**Person Responsible**

Jennifer Collins

**Schedule**

Daily, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Teachers will have schedules and lesson plans that show the implementation of science activities and labs.

**Action Step 2** **5**

Science resources will be organized to ensure that all teachers have access and use appropriate resources for lab and daily science activities.

**Person Responsible**

Nikeshia White

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans and classroom observation notes will reflect the use of appropriate science resources and tools.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Administration will conduct classroom walk throughs and lesson plan reviews in order to determine that science is being taught daily.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, classroom schedules, classroom walk through notes

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Informal and formal assessment data in science will be monitored to determine the acquisition of science concepts at all grade levels

**Person Responsible**

Nikesha White

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Informal and formal assessment data

**G2.B4.S2** The fifth grade teacher will utilize centers in order to address students' identified strengths and weaknesses. 4

 S141566

### **Strategy Rationale**

Students may have gaps that need to be addressed based on prior grade level experience or assessment results.

### **Action Step 1** 5

The lead Science teacher will work with the district Science specialist in order to develop center activities that provide remediation and/or enrichment for students.

#### **Person Responsible**

Jennifer Collins

#### **Schedule**

Monthly, from 9/1/2014 to 6/5/2015

#### **Evidence of Completion**

Work samples as well as center activities will be evidence that this strategy is being addressed.

### **Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

Classroom observations, student interviews, and student work samples will be collected to determine if centers are being implemented.

#### **Person Responsible**

Jennifer Collins

#### **Schedule**

Monthly, from 9/2/2014 to 6/5/2015

#### **Evidence of Completion**

Work samples, classroom observation notes, teacher anecdotal notes, teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7**

Student formal and informal assessment data will be collected to determine if students understand the concepts; Pre and post test data will be analyzed to determine growth

**Person Responsible**

Nikeshia White

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

CGA data, quarterly grades, pre and post test data

**G3.** Teachers will utilize strategies that result in active, intellectual student engagement for all students, in all subgroups. 1

 G039572

**G3.B1** Difficulty with student off-task behavior 2

 B095517

**G3.B1.S1** Teachers will utilize a consistent behavior management system that will increase on task behavior. 4

 S106668

**Strategy Rationale**

For effective instruction to occur, students need to be on task and engaged.

**Action Step 1 5**

Teachers will utilize CHAMPs in their classroom instruction.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

The leadership team will monitor CHAMPs and the implementation of it in classrooms.

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

Principal and Assistant Principal will monitor classroom instruction to determine the daily implementation of CHAMPs.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

CHAMPs posters and signs in classrooms, lesson plans, observation notes

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

Discipline data will be analyzed to determine the effectiveness of CHAMPs in the classroom.

**Person Responsible**

Nikeshia White

**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Referral data, discipline data

**G3.B2** Lack of teacher knowledge of multiple strategies to increase student engagement. 2

 B095518

**G3.B2.S1** Plan and deliver Professional Development in instructional strategies that will increase student engagement. 4

 S106669

**Strategy Rationale**

In order for all students to learn, they must be actively engaged in the material.

**Action Step 1** 5

Professional Development on instructional strategies and management systems that will increase student engagement in all classrooms.

**Person Responsible**

Nikeshia White

**Schedule**

Every 6 Weeks, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Classroom walk throughs and focus walks will be conducted in order to determine student engagement strategies.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Observations will be conducted in classrooms to determine if engagement strategies are being implemented.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Informal/formal observation notes

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Classroom observations will be conducted to see if students are interacting with the teacher, lesson, and peers.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Observation notes, lesson plans

**G3.B3 Inconsistent use and application of technology 2**

 B095519

**G3.B3.S1** Teachers will incorporate district approved programs, such as I Ready, Achieve 3000, and Write to Learn in order to engage students. 4

 S106670

**Strategy Rationale**

Students have the opportunity to utilize technology-based programs in order to increase student engagement as well as focus on students' strengths and weaknesses.

**Action Step 1 5**

Teachers will utilize computer programs in center activities and in the extra hour on a daily basis.

**Person Responsible**

Nikesha White

**Schedule**

Daily, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

The Assistant Principal will monitor usage reports as well as progress reports on various student data pieces to determine that technology is being integrated daily.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1 6**

Focus walks and classroom walk-throughs will be conducted on a regular basis to make observations of students using computer based programs.

**Person Responsible**

Jennifer Collins

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, observations, usage reports

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

The leadership team will monitor student data, especially growth reports, to monitor student progress.

**Person Responsible**

Nikesha White

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Student data reports, teacher data profile sheets

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will be trained on how to design their schedules to conduct centers and rotate students through them.	Moser, Carol	9/17/2014	Center activities are implemented in all classrooms as documented by classroom observations.	6/5/2015 every-6-weeks
G1.B2.S1.A1	Data chats will be utilized on a consistent basis and will follow an identified problem-solving protocol.	Collins, Jennifer	9/17/2014	Data chat forms, data tracking sheet, progress reports, report cards	6/5/2015 monthly
G1.B3.S1.A1	During professional learning communities and common planning times, teachers will conduct research in professional books and on websites to find strategies and resources that will help them to differentiate their center activities.	Worthen, Monique	9/3/2014	Informal and formal assessments	6/5/2015 every-6-weeks

**Duval - 0681 - Venetia Elementary School - 2014-15 SIP**  
*Venetia Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Teachers will observe other teachers in the school to observe best practices and effective teaching strategies.	Worthen, Monique	10/1/2014	Instructional rounds debriefing forms, observation forms	6/5/2015 every-6-weeks
G2.B2.S1.A1	Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but is not limited to modeling by the coach, reviewing videos of teachers using the gradual release model, and observing other teachers.	Worthen, Monique	9/3/2014	Administration has access to the reading coach's log which includes the support provided to all teachers. Additionally, professional development activities are included on the PD calendar for the year. Evidence of teachers implementing the gradual release model should be evident during classroom observations.	6/5/2015 every-6-weeks
G2.B3.S1.A1	.Teachers will meet in common planning sessions, Professional Learning Communities and PLAN sessions in order to collaborate and unpack LAFS and MAFS.	Moser, Carol	9/8/2014	Agendas will be collected in order to determine the content of the PD sessions; Classroom observations will note follow through of content.	6/5/2015 monthly
G3.B1.S1.A1	Teachers will utilize CHAMPs in their classroom instruction.	Collins, Jennifer	9/1/2014	The leadership team will monitor CHAMPs and the implementation of it in classrooms.	6/5/2015 weekly
G3.B2.S1.A1	Professional Development on instructional strategies and management systems that will increase student engagement in all classrooms.	White, Nikesha	9/1/2014	Classroom walk throughs and focus walks will be conducted in order to determine student engagement strategies.	6/5/2015 every-6-weeks
G3.B3.S1.A1	Teachers will utilize computer programs in center activities and in the extra hour on a daily basis.	White, Nikesha	9/1/2014	The Assistant Principal will monitor usage reports as well as progress reports on various student data pieces to determine that technology is being integrated daily.	6/5/2015 daily
G2.B1.S2.A1	Teachers will meet in common planning time and Professional Learning Communities in order to collaborate and design lessons, using the district approved curriculum, that meet students' needs.	Worthen, Monique	9/15/2014	Notes and agendas from the common planning sessions and PLCs will document work.	6/5/2015 biweekly
G2.B4.S1.A1	Teachers will design their schedules so that they teach science every day and follow this schedule.	Collins, Jennifer	8/11/2014	Teachers will have schedules and lesson plans that show the implementation of science activities and labs.	6/5/2015 daily
G2.B4.S2.A1	The lead Science teacher will work with the district Science specialist in order to develop centers activities that provide remediation and/or enrichment for students.	Collins, Jennifer	9/1/2014	Work samples as well as center activities will be evidence that this strategy is being addressed.	6/5/2015 monthly
G2.B4.S1.A2	Science resources will be organized to ensure that all teachers have access and use appropriate resources for lab and daily science activities.	White, Nikesha	8/11/2014	Lesson plans and classroom observation notes will reflect the use of appropriate science resources and tools.	6/5/2015 weekly
G1.MA1	Data from Curriculum Guide Assessments, I Ready Reading and Math, etc. will be collected to determine progress. The leadership team will also monitor the progress of students who are in danger of being retained.	Collins, Jennifer	9/17/2014	Informal/formal assessment data, report cards, progress reports, data tracking sheets	6/5/2015 quarterly
G1.B1.S1.MA1	Student work and data will be analyzed to determine the effectiveness of centers.	Collins, Jennifer	8/31/2014	Data chat sheets, student data, teacher profile sheets	6/5/2015 monthly
G1.B1.S1.MA1	Classroom walk throughs will be conducted to determine that centers are being implemented daily during the language arts and math blocks.	Collins, Jennifer	9/10/2014	Classroom Walk through logs, CAST observations, lesson plans	6/5/2015 weekly

**Duval - 0681 - Venetia Elementary School - 2014-15 SIP**  
*Venetia Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Members of the team will continue to monitor student data to determine if next steps have been taken as a result of data chats.	Collins, Jennifer	9/17/2014	Data tracking sheets, data analysis forms, and student work	6/5/2015 monthly
G1.B2.S1.MA1	After each data chat session, teacher data will be analyzed for trends, next steps, etc.	Collins, Jennifer	9/17/2014	Agendas, data analysis forms, data chat notes	6/5/2015 monthly
G1.B3.S1.MA1	Through observations, teacher reflections, and student work, we will be able to determine if teachers are using resources that will help with differentiation.	Collins, Jennifer	9/3/2014	Observation tools, lesson plans, center notes, teacher reflections, student work	6/5/2015 weekly
G1.B3.S1.MA1	Lesson plans, small group notes, and observations during center time will be used to monitor implementation of differentiated center activities.	Collins, Jennifer	9/10/2014	Lesson plans, Classroom walk throughs, Center focus walk forms	6/5/2015 monthly
G2.MA1	Curriculum Guide Assessment data in Reading, Math, and Science; I Ready Reading and Math scores	Collins, Jennifer	10/1/2014	Walk through logs, informal/formal assessment data, lesson plans	6/5/2015 monthly
G2.B1.S1.MA1	The leadership team will conduct walk throughs to determine if teachers are applying new strategies and best practices in their classroom.	Collins, Jennifer	10/1/2014	Data sheets with student scores will be collected and analyzed	6/5/2015 weekly
G2.B1.S1.MA1	After instructional rounds are completed, debriefing sessions will be held to discuss positives, wonderings, and application to classroom.	Worthen, Monique	10/1/2014	Debriefing forms, observation logs	6/5/2015 every-6-weeks
G2.B2.S1.MA1	Administration will go into each classroom to ensure the gradual release model is implemented with fidelity. Effective implementation results in the teacher following the model as well doing what is best for students.	White, Nikesha	9/1/2014	Evidence of the gradual release model should be evident in all classrooms during language arts and math instruction.	6/5/2015 monthly
G2.B2.S1.MA1	The school based leadership team meets weekly and during this time we discuss plans for the week which includes our areas of focus. Administration and reading and math coach will collaborate about next steps in improving teacher effectiveness and increasing student performance.	Collins, Jennifer	9/1/2014	Exit tickets will be required for each professional development session to check teacher understanding.	6/5/2015 monthly
G2.B3.S1.MA1	Data will be analyzed on a regular basis to determine progress toward goal.	White, Nikesha	9/1/2014	Data profile sheets, data chat notes, school and district data	6/5/2015 monthly
G2.B3.S1.MA1	The leadership team will view minutes, agendas, and coaching logs to determine implementation.	Collins, Jennifer	9/8/2014	Minutes, agendas, coaching logs	6/5/2015 monthly
G2.B4.S1.MA1	Informal and formal assessment data in science will be monitored to determine the acquisition of science concepts at all grade levels	White, Nikesha	10/1/2014	Informal and formal assessment data	6/5/2015 quarterly
G2.B4.S1.MA1	Administration will conduct classroom walk throughs and lesson plan reviews in order to determine that science is being taught daily.	Collins, Jennifer	8/18/2014	Lesson plans, classroom schedules, classroom walk through notes	6/5/2015 weekly
G2.B1.S2.MA1	The administration will review student data to determine if students are making progress on the benchmarks.	White, Nikesha	9/8/2014	Student data, data profile sheets	6/5/2015 monthly
G2.B1.S2.MA1	The administration will review lesson plans on a weekly basis in order to determine if teachers are implementing district initiatives and Florida standards.	Collins, Jennifer	9/8/2014	Lesson plans, student work	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S2.MA1	Student formal and informal assessment data will be collected to determine if students understand the concepts; Pre and post test data will be analyzed to determine growth	White, Nikesha	10/1/2014	CGA data, quarterly grades, pre and post test data	6/5/2015 monthly
G2.B4.S2.MA1	Classroom observations, student interviews, and student work samples will be collected to determine if centers are being implemented.	Collins, Jennifer	9/2/2014	Work samples, classroom observation notes, teacher anecdotal notes, teacher lesson plans	6/5/2015 monthly
G3.MA1	Curriculum Guide Assessments (district), I Ready (Reading/Math), and other formal/informal assessment results will be analyzed to determine progress toward the goal.	Collins, Jennifer	9/1/2014	Formal/informal assessment data	6/5/2015 monthly
G3.B1.S1.MA1	Discipline data will be analyzed to determine the effectiveness of CHAMPs in the classroom.	White, Nikesha	9/1/2014	Referral data, discipline data	6/5/2015 quarterly
G3.B1.S1.MA1	Principal and Assistant Principal will monitor classroom instruction to determine the daily implementation of CHAMPs.	Collins, Jennifer	9/1/2014	CHAMPs posters and signs in classrooms, lesson plans, observation notes	6/5/2015 weekly
G3.B2.S1.MA1	Classroom observations will be conducted to see if students are interacting with the teacher, lesson, and peers.	Collins, Jennifer	9/1/2014	Observation notes, lesson plans	6/5/2015 weekly
G3.B2.S1.MA1	Observations will be conducted in classrooms to determine if engagement strategies are being implemented.	Collins, Jennifer	9/1/2014	Informal/formal observation notes	6/5/2015 weekly
G3.B3.S1.MA1	The leadership team will monitor student data, especially growth reports, to monitor student progress.	White, Nikesha	9/1/2014	Student data reports, teacher data profile sheets	6/5/2015 monthly
G3.B3.S1.MA1	Focus walks and classroom walk-throughs will be conducted on a regular basis to make observations of students using computer based programs.	Collins, Jennifer	9/1/2014	Lesson plans, observations, usage reports	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will improve center effectiveness by using assessment data to adequately group students.

**G1.B1** Inconsistent implementation of daily centers in reading and math

**G1.B1.S1** Classroom schedules will be organized to include daily center rotation time with differentiated plans for each center.

### PD Opportunity 1

Teachers will be trained on how to design their schedules to conduct centers and rotate students through them.

#### Facilitator

Monique Worthen, Reading Coach Carol Moser, Math Coach

#### Participants

All teachers

#### Schedule

Every 6 Weeks, from 9/17/2014 to 6/5/2015

**G1.B2** There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses

**G1.B2.S1** Data chats will be held between the teachers and leadership team at the mid-point and end of each nine weeks. The data chats will follow an identified problem-solving protocol.

### PD Opportunity 1

Data chats will be utilized on a consistent basis and will follow an identified problem-solving protocol.

#### Facilitator

Jennifer Collins, Principal Nikesha White, Assistant Principal Na'Toria Campbell, Counselor Carol Moser, Math Coach Monique Worthen, Reading Coach

#### Participants

All Teachers

#### Schedule

Monthly, from 9/17/2014 to 6/5/2015

**G1.B3** Not enough knowledge of resources that would provide teachers with instructional tools and strategies.

**G1.B3.S1** Teachers will collaborate during common planning time to research instructional tools/ strategies in order to plan and implement differentiated activities.

**PD Opportunity 1**

During professional learning communities and common planning times, teachers will conduct research in professional books and on websites to find strategies and resources that will help them to differentiate their center activities.

**Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/3/2014 to 6/5/2015

**G2.** Teachers will implement effective teaching instruction aligned to the Florida Standards, including differentiated strategies and accommodations for all students.

**G2.B1** Lack of training and professional development to effectively implement curriculum

**G2.B1.S1** Teachers will participate in instructional rounds to observe the successful implementation of new strategies and curriculum.

**PD Opportunity 1**

Teachers will observe other teachers in the school to observe best practices and effective teaching strategies.

**Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 10/1/2014 to 6/5/2015

**G2.B1.S2** Teachers will work with coaches during common planning time and professional learning communities to look at district curriculum guides and standards in order to plan effective instruction.

**PD Opportunity 1**

Teachers will meet in common planning time and Professional Learning Communities in order to collaborate and design lessons, using the district approved curriculum, that meet students' needs.

**Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

**Participants**

All teachers

**Schedule**

Biweekly, from 9/15/2014 to 6/5/2015

**G2.B2** Unclear understanding of the gradual release model

**G2.B2.S1** Teachers will use the Gradual Release of Responsibility Model in order to scaffold learning in each subject area.

**PD Opportunity 1**

Teachers will be provided professional development and additional support in the gradual release model for Language Arts and Math. The professional development may include but is not limited to modeling by the coach, reviewing videos of teachers using the gradual release model, and observing other teachers.

**Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/3/2014 to 6/5/2015

## **G2.B3** New Florida Standards and district curriculum guides

**G2.B3.S1** Teachers will collaborate with school-based Reading and Math Coach during common planning times and professional learning communities to unpack standards and align curriculum.

### **PD Opportunity 1**

.Teachers will meet in common planning sessions, Professional Learning Communities and PLAN sessions in order to collaborate and unpack LAFS and MAFS.

#### **Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

#### **Participants**

All Teachers

#### **Schedule**

Monthly, from 9/8/2014 to 6/5/2015

## **G2.B4** Lack of prior knowledge of science concepts when students reach fifth grade

**G2.B4.S2** The fifth grade teacher will utilize centers in order to address students' identified strengths and weaknesses.

### **PD Opportunity 1**

The lead Science teacher will work with the district Science specialist in order to develop centers activities that provide remediation and/or enrichment for students.

#### **Facilitator**

Angie Reier, District Science Specialist

#### **Participants**

Marilyn Tanner, Fifth Grade/Lead Science Teacher

#### **Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**G3.** Teachers will utilize strategies that result in active, intellectual student engagement for all students, in all subgroups.

**G3.B2** Lack of teacher knowledge of multiple strategies to increase student engagement.

**G3.B2.S1** Plan and deliver Professional Development in instructional strategies that will increase student engagement.

**PD Opportunity 1**

Professional Development on instructional strategies and management systems that will increase student engagement in all classrooms.

**Facilitator**

Monique Worthen, Reading Coach Carol Moser, Math Coach

**Participants**

All Teachers

**Schedule**

Every 6 Weeks, from 9/1/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0