

J. Allen Axson Elementary School

4763 SUTTON PARK CT, Jacksonville, FL 32224

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	14%

Alternative/ESE Center	Charter School	Minority
No	No	45%

School Grades History

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

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence to every student every day using the Montessori Method of instruction.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life through the Montessori Curriculum.

School Environment

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

- 1.The school builds relationships between teacher and student by the following: Hosting our first Axson's Back to School Day at the beach. Our families were invited to Hanna Park Saturday, August 2, from 10 am-2 pm. Teachers and parents attend for a relaxed day of family fun. Several members of PTA and FAME attended to meet students and parents.
2. Annual back to school orientation Friday, August 15th, from 10 am-12 pm.
- 3.Electronic communication went home twice in the summer updating new and returning parents on events at Axson: Summer Updates I & II.
- 4.Pre-K Registration May 2015
- 5.Weekly Parent Communication from the Principal
- 6.Open House: Primary September 11, 2014 from 6-7 pm
Lower Elementary & Upper Elementary Open House: September 25, 2014 from 6-8 pm
7. Parent Training Opportunities from Beth Jenkins, School Guidance Counselor
- 8 School sponsored FAME/PTA Events: Boosterthon, Mile-Maker, Holiday Bazaar, Fall Festival, FAME Family Dinner Nights, FAME Spring Silent Auction, Boo Hoo Breakfast, PTA Staff Luncheons, PTA Movie Nights etc..

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

1. The school is required to develop a school wide safety plan each year. As part of that process staff are trained at the beginning of the school year. Regular practice drills are conducted to ensure the plan is understood in preparation of a school wide emergency. In addition, a School Emergency Response Team (SERT) has been implemented. The SERT team is made up of identified staff who will either be in roles of leadership during an emergency or part of an identified team. The safety plan is reviewed by the schools foundation team and feedback is provided to the principal to ensure a well developed plan.
2. "Grace & Courtesy" lessons from our Montessori Practical Life Album starts with our Pre-K students to 5th grade. We practice daily lessons on respect and kindness to others. Teachers also utilize community meetings, the peace rose and, conflict resolution strategies so that students can share concerns and find solutions to classroom problems(restorative justice). "Grace & Courtesy" is a core principle of Montessori learning environments.

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 Foundations Team is responsible to create school wide protocols for common areas if needed. Classroom teachers are provided district training on CHAMPS their first year of teaching. This ensures every staff member has skills and strategies to understand and work with all children at Axson. In addition, it is expected that each classroom develops a "Classroom Community Agreement" that outlines the expectations that each teacher has developed with his/her students. Once developed and agreed upon students sign agreement and post in their classrooms. If students violate classroom agreement teacher will use her classroom behavioral plan to enforce redirection of behavior. If necessary, the teacher sends the student to the office to see the principal. The principal uses the Student Code of Conduct to enforce re-direction of appropriate classroom behavior. This will create a peaceful school community.

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

Full time guidance services at Axson include the following: Classroom Guidance, Lunch Bunch groups, and individual counseling. The guidance counselor has a referral process for both teachers and parents to share concerns and ask for support on groups or individual students.

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

1. Increase the level of documented parent involvement.
2. Have at least 4 parent training events this school year
3. Complete and distribute "Parent Handbook" developed in partnership with SAC and SDM Leadership Team.

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 school primarily builds financial partnerships to support fundraising events like: Fall Festival, Holiday Bazaar, Spring Silent Auction. This provides direct support to Friends of Montessori Education (FAME) which is a 5013C Non-Profit with the sole purpose to raise money to sustain paraprofessionals at Axson. The Montessori method of instruction is paramount to having both a teacher and a paraprofessional in every classroom. For a number of years, the school and the district have not been able to support full-time paraprofessionals due to budget constraints. However, the district does support J. Allen Axson by allowing the principal to collapse positions determined by the district defined staff allocation model. This

allows the principal to make key staffing decisions that support Montessori learning and its environment that is outlined from The American Montessori Society(AMS).

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
Robinson Vanhoy, Cecilia	Principal
Jenkins, Beth	Guidance Counselor
Reasonover, Lori	Teacher, K-12
Bear, Kathy	Teacher, K-12
Barat, Allison	Teacher, K-12
Humphries, Kristen	Teacher, K-12
Queniat, Isabelle	Teacher, K-12
Williams, Erika	Teacher, K-12
Avera, Stacy	Teacher, K-12
Bear, Allison	Teacher, K-12
Keyser, Debbie	Teacher, K-12

Duties

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

Each member is responsible to support and monitor RTI processes. Kathy Bear the RTI Facilitator reports on-going progress to the principal/guidance counselor . The team leaders assist the RTI Facilitator and Principal to support the implementation of the MTSS goals and the SIP.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based RTI Team meets once a month to review screening and progress monitoring data at grade level and classroom level to identify students who are meeting/exceeding CGA assessments, at moderate risk, or high risk for not meeting grade level standards. Those students who potentially need intervention are, then referred to grade level teams. Based on the above information, the grade level team will problem solve, share effective practices, suggest interventions, and evaluate intervention implementation and results.

School Improvement dollars are utilized to pay teachers for after school tutoring for extended day and non- extended day students. Teachers identify students based on current reading or math data, group accordingly, and offer tutoring opportunities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cecilia Robinson-Vanhoy	Principal
Susan Payne	Parent
Karen Gaskill	Parent
Janet Lefevre	Business/Community
Leslie Redd	Parent
Kathy Bear	Teacher
Tina Phillips	Parent
Beth Jenkins	Education Support Employee
Heather Dubuisson	Teacher
Delon Rowan	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 SAC participated in reviewing the SIP prior to region and district reviews.

Development of this school improvement plan

Our first scheduled meeting was Friday, August 22th. During our first scheduled meeting, members engaged in discussion and feedback regarding the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC is involved in the fall/spring budget process. They give input and recommendations during the budget process.

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

The funds were utilized for writing tutoring six weeks prior to FCAT Writes testing. Our FCAT Writing scores dropped 35 points last year. Due to the drop in writing scores and the release of tutoring money later than expected, it was determined that the tutoring was not effective.

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
Reasonover, Lori	Teacher, K-12
Robinson Vanhoy, Cecilia	Principal
Jenkins, Beth	Guidance Counselor
Bear, Allison	Teacher, K-12
Bear, Kathy	

Duties

Describe how the LLT promotes literacy within the school

1. The team leaders collaboratively work with teachers to blend the Montessori method and common core standards.
2. Teachers engage students with high interest lessons covering multiple standards;(blending standards/grade level/Montessori Method).
3. Utilizing fiction and non-fiction text to engage readers and develop students in writing.
4. Writing with authentic literature is a means to develop and build comprehension skills in students.
5. The LLT team focus on the implementation of writing in the core content areas: Reading, Math, Science and Social Studies.
6. The teacher coaches support LLT team during PLC time to give teachers time to share strategies and practices in writing that they use in their classrooms.

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

The school has built the resource schedule to give teachers opportunities to collaboratively work in PLC groups regularly. Teachers are meeting once a week in professional collaborative groups. During collaborative planning teachers exchange strategies that have been successful with their students. This collaboration improves student achievement and working relationships.

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

In order to recruit and retain highly qualified teachers, we utilize

1. The district transfer system: Each year the principal interviews teachers who are Montessori trained and qualify to teach in Duval County Public Schools.
2. Our teachers typically do not leave but retire from Axson. We are a high performing public school and have specific training requirements.
3. We also receive applicants from private Montessori schools who want to teach in a high performing Montessori public school.

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

First year teachers are paired up with mentors to offer on-going support . Debbie Keyser is the Mentoring and Induction for Novice Teachers Program (MINT)Coordinator . She works with the district contact to meet regularly with MINT Teachers to help facilitate completion of MINT documentation. She sends out email updates to make sure that 1st year teachers stay connected to each other and the work necessary for successful completion of the program.

Mentor Mentee Rational for pairing

Jennifer Cribbs/Debbie Keyser Sarah Loschiavo Both are experienced trained Montessori teachers

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 teachers use both Montessori materials/albums to deliver core instruction. The Montessori curriculum is aligned to Florida Common Core Standards. The teachers at each level: primary, lower elementary and upper elementary use common planning time to develop Montessori lessons aligned with Florida Common Core Standards.

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 assessments used are determined by Duval County : Curriculum Guide Assessments, I-Ready and teacher made tests. Using Montessori curriculum, teachers use a differentiated work plan for students during the Montessori work-cycle. The testing data is used to determine the best plan of instruction for each student.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,500

Students work in academic studios (core academic subjects) for 45 minutes a day, five days a week during extended day time. Students work on homework and get one-on-one tutoring as needed. In addition, students are able to get enrichment (well rounded education) in art, language, and physical education activities.

Strategy Rationale

To increase academic success for all students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reasonover, Lori, reasonovel@duvalschools.org

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

The effectiveness is determined by district assessment data and student performance level of at or above grade level.

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

1. Magnet School Tours: November-February 2014
2. Pre-K registration May 2015
3. Meet & Greet, Friday, August 15, 2014 from 10 am-12 pm
Students and families meet the teacher before the start of school
4. Parent Training: Guidance Counselor: Beth Jenkins is doing four parent training sessions this year.
5. Weekly Parent Communication from the Principal highlighting tips/tools that help elementary Montessori students be successful.
6. Primary Open House: September 11th from 6:00- 7:00 p.m.
Lower Elementary & Upper Elementary Open House: September 25 from 6-8 pm

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

NA

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

NA

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

NA

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

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.** To increase learning gains in mathematics for the 2014-2015 school year in the following identified AMO subgroups: Students with Disabilities/SWD, Economically Disadvantaged/ED and African American to decrease the achievement gap between students performing at or above grade level.
- G2.** To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level.

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. To increase learning gains in mathematics for the 2014-2015 school year in the following identified AMO subgroups: Students with Disabilities/SWD, Economically Disadvantaged/ED and African American to decrease the achievement gap between students performing at or above grade level. 1a

G045697

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	59.0
AMO Math - ED	56.0
AMO Math - African American	63.0

Resources Available to Support the Goal 2

- Use of I-Ready & Math Facts in a Flash in school and at home to increase knowledge of math.

Targeted Barriers to Achieving the Goal 3

- One of the barriers to achieving this goal is time. These are our most fragile students with the highest identified need of on-going intensive instruction.

Plan to Monitor Progress Toward G1. 8

Teacher coaches and administrator will review quarterly assessment data to determine if goal is being met.

Person Responsible

Lori Reasonover

Schedule

Quarterly, from 10/25/2014 to 4/30/2015

Evidence of Completion

Minutes collected from weekly collaborative planning meetings to assess students progress towards learning goals

G2. To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level. 1a

G040418

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	70.0
AMO Reading - African American	75.0
AMO Reading - SWD	71.0

Resources Available to Support the Goal 2

- Two instructional tutors have been hired to give additional support for struggling readers. PTA purchased Accelerated Reading Program to support classroom instruction and increase reading fluency.

Targeted Barriers to Achieving the Goal 3

- Teachers increasingly struggle trying to make sure they maximize instructional time while not losing the continuity of the Montessori curriculum. Teachers also blend Montessori curriculum with Florida Common Core Standards in multi-grade level classrooms.

Plan to Monitor Progress Toward G2. 8

Use assessment results from CGA's, I-Ready and DAR to determine success towards learning goals and targets.

Person Responsible

Lori Reasonover

Schedule

Monthly, from 10/25/2014 to 5/8/2015

Evidence of Completion

Assessment scores and IEP Goals

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. To increase learning gains in mathematics for the 2014-2015 school year in the following identified AMO subgroups: Students with Disabilities/SWD, Economically Disadvantaged/ED and African American to decrease the achievement gap between students performing at or above grade level. **1**

 G045697

G1.B1 One of the barriers to achieving this goal is time. These are our most fragile students with the highest identified need of on-going intensive instruction. **2**

 B112873

G1.B1.S1 Teachers will use one on one and small group instruction. Teacher and identified support personnel will work with students on a regular on-going basis to ensure scaffolded support for learning. Teachers will also engage in high quality math instruction utilizing all available resources and technology. **4**

 S124212

Strategy Rationale

If teachers provide high quality math instruction daily students learning will improve overall academic achievement towards meeting Florida Common Core Standards.

Action Step 1 **5**

Teachers will provide high quality math instruction to all identified AMO subgroups using individualized work plans.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

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

Evidence of Completion

Teachers collect and maintain student work plans to show daily individualized math instruction.

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

Administrator conducts regular walk throughs using the CAST tool for formal and informal observations.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Weekly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Scripted notes utilized by the administrator to capture observations from informal and formal observation cycle.

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

During regular observation cycle administrator will look at work plans to see if technology is being used regularly towards learning goal.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 8/25/2014 to 4/30/2015

Evidence of Completion

Assessment data, work plans, use of I-pads in primary classrooms, and use of mimio's in lower elementary and upper elementary classrooms

G2. To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level. 1

G040418

G2.B1 Teachers increasingly struggle trying to make sure they maximize instructional time while not losing the continuity of the Montessori curriculum. Teachers also blend Montessori curriculum with Florida Common Core Standards in multi-grade level classrooms. 2

B097706

G2.B1.S1 Classroom teachers and instructional support work with students targeted area of need during classroom instructional time. 4

S108969

Strategy Rationale

All staff members are responsible for making sure every student is achieving reading success.

Action Step 1 5

Teachers analyze quarterly classroom assessment data to determine instructional goals of AMO students meeting grade level standards and SIP targets.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Quarterly, from 10/24/2014 to 4/24/2015

Evidence of Completion

Quarterly Assessment Data

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

Teachers are given weekly collaborative planning time to analyze student data towards meeting goals.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Monthly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Teacher collaborative planning teams will submit weekly agendas and minutes to show teams are working toward planning goals and supporting school improvement plan.

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

Administrator regularly monitors teachers using the CAST observation tool of informal and formal observations.

Person Responsible

Cecilia Robinson Vanhoy

Schedule

Weekly, from 8/25/2014 to 5/8/2015

Evidence of Completion

Scripting logs during informal and formal observation cycles

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
G2.B1.S1.A1	Teachers analyze quarterly classroom assessment data to determine instructional goals of AMO students meeting grade level standards and SIP targets.	Robinson Vanhoy, Cecilia	10/24/2014	Quarterly Assessment Data	4/24/2015 quarterly
G1.B1.S1.A1	Teachers will provide high quality math instruction to all identified AMO subgroups using individualized work plans.	Robinson Vanhoy, Cecilia	9/15/2014	Teachers collect and maintain student work plans to show daily individualized math instruction.	6/5/2015 daily
G1.MA1	Teacher coaches and administrator will review quarterly assessment data to determine if goal is being met.	Reasonover, Lori	10/25/2014	Minutes collected from weekly collaborative planning meetings to assess students progress towards learning goals	4/30/2015 quarterly
G1.B1.S1.MA1	During regular observation cycle administrator will look at work plans to see if technology is being used regularly towards learning goal.	Robinson Vanhoy, Cecilia	8/25/2014	Assessment data, work plans, use of I-pads in primary classrooms, and use of mimio's in lower elementary and upper elementary classrooms	4/30/2015 monthly
G1.B1.S1.MA1	Administrator conducts regular walk throughs using the CAST tool for formal and informal observations.	Robinson Vanhoy, Cecilia	8/25/2014	Scripted notes utilized by the administrator to capture observations from informal and formal observation cycle.	4/30/2015 weekly
G2.MA1	Use assessment results from CGA's, I-Ready and DAR to determine success towards learning goals and targets.	Reasonover, Lori	10/25/2014	Assessment scores and IEP Goals	5/8/2015 monthly
G2.B1.S1.MA1	Administrator regularly monitors teachers using the CAST observation tool of informal and formal observations.	Robinson Vanhoy, Cecilia	8/25/2014	Scripting logs during informal and formal observation cycles	5/8/2015 weekly
G2.B1.S1.MA1	Teachers are given weekly collaborative planning time to analyze student data towards meeting goals.	Robinson Vanhoy, Cecilia	9/22/2014	Teacher collaborative planning teams will submit weekly agendas and minutes to show teams are working toward planning goals and supporting school improvement plan.	5/8/2015 monthly

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.

G2. To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level.

G2.B1 Teachers increasingly struggle trying to make sure they maximize instructional time while not losing the continuity of the Montessori curriculum. Teachers also blend Montessori curriculum with Florida Common Core Standards in multi-grade level classrooms.

G2.B1.S1 Classroom teachers and instructional support work with students targeted area of need during classroom instructional time.

PD Opportunity 1

Teachers analyze quarterly classroom assessment data to determine instructional goals of AMO students meeting grade level standards and SIP targets.

Facilitator

Administrator, Instructional Support and Teacher Coaches work with grade level chairs on data analysis to determine if goals are being met. A plan is developed for implementation to target students identified as needing more support in incidences where goals are not being met.

Participants

Grade Level Team Leaders, Instructional Support, and Administrator.

Schedule

Quarterly, from 10/24/2014 to 4/24/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase learning gains in mathematics for the 2014-2015 school year in the following identified AMO subgroups: Students with Disabilities/SWD, Economically Disadvantaged/ED and African American to decrease the achievement gap between students performing at or above grade level.	2,250
Goal 2: To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level.	2,250
Grand Total	4,500

Goal 1: To increase learning gains in mathematics for the 2014-2015 school year in the following identified AMO subgroups: Students with Disabilities/SWD, Economically Disadvantaged/ED and African American to decrease the achievement gap between students performing at or above grade level.

Description	Source	Total
B1.S1.A1 - J. Allen Axson PTA purchases Math Facts in a Flash every year from Renaissance Place to provide math support to all Axson students.	Other	2,250
Total Goal 1		2,250

Goal 2: To increase learning gains in reading for the 2014-2015 school year in the following identified AMO subgroups: Economically Disadvantage/ED, Students with Disabilities/SWD and African American to decrease the achievement gap between students performing at or above grade level.

Description	Source	Total
B1.S1.A1 - J. Allen Axson PTA purchases Accelerated Reader each year to support all students toward Reading Comprehension and Fluency.	Other	2,250
Total Goal 2		2,250