

West Jacksonville Elementary School

2115 COMMONWEALTH AVE, Jacksonville, FL 32209

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	F

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
Priority	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 in every classroom, for every student, every day.

Provide the school's vision statement

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

School Environment

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

West Jacksonville Elementary uses the Gallup Student Poll which measures student hope for the future, engagement with school, and well-being - factors that have been shown to drive students' grades, achievement scores, retention, and future employment. The Gallup Student Poll student survey takes approximately 10 minutes to complete. In addition to several demographic questions such as age, grade, and gender, students are asked 20 questions about what they do, how they think, and how they feel about their home, school, and community life. The faculty reviews the results and sets goals based on the data provided.

In addition to using the Gallup results, the faculty members meet weekly in Professional Learning Communities (PLC's) where they review the student data and plan lessons that are both relevant to the student interest and rigorous. Data chats are held with the students where goal setting is discussed and implemented with each student.

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

Our schools fully implements the CHAMPS model for classroom management. We also have a school-wide discipline plan that is implemented throughout the building. We offer several student groups through our Guidance Department that focus on student behavior, goal setting, and life-long learning. There are two groups aimed specifically for girls and two groups aimed specifically for boys. We also offer the Team Up program that is sponsored by the Boys and Girls Club of Northeast Florida. During Team Up students receive not only academic support but also two hours of enrichment activities and groups.

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

West Jacksonville implements the CHAMPS program for classroom management. All teachers have been trained in CHAMPS. We utilize the "Flip Chart" method of maintaining classroom management. This discipline plan works in alignment with the classroom rules, rewards and consequences. Each "color" denotes a child's behavior. Behavior rules and consequences are enforced throughout the school. A copy of our plan was provided to each child to share with their parents.

Behavior Color Code

Bad Choices - not following classroom procedures, not using time wisely, not following directions, not conducting themselves appropriately, and not keeping hands, feet, objects, and unnecessary

comments to yourself Consequences for Classroom Behavior

Blue Card – Student has made no bad choices

Green Card - Student makes ONE bad choice (A warning is given and no further action is taken)

Yellow Card – Student has made TWO bad choices Parent/guardian contact – (Notification will be sent home. If

notification of behavior is not signed and returned the next day, it will possibly result in, time out within the

classroom, loss of privilege, study hall during recess, or work detail).

Orange Card – Student has made THREE bad choices (Time outside the classroom in a supervised area)

Red Card – Student has made THREE bad choices (Referral to the office with documentation of the aforementioned interventions)

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

Our School Counselor conducts classroom guidance lessons bi-weekly with each classroom. These lessons typically are scheduled for 1 hour each. We also partner with Paxon Full Service Schools where we refer our students and families in need of community services, counseling services and mentoring. As previously stated, we offer several student groups through our Guidance Department that focus in on student behavior, goal setting, and life-long learning. There are two groups aimed specifically for girls and two groups aimed specifically for boys.

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

Our school Early Warning System is comprised of our Response to Intervention team that meets monthly with teachers to identify students who are "at risk". Our Early Warning Indicators include:

- Attendance below 90%
- One or more suspensions from school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide assessments
- Below average performance on the district assessments.

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	17	9	16	10	10	7	69
One or more suspensions	2	14	9	18	6	8	57
Course failure in ELA or Math	1	7	1	6	1	0	16
Level 1 on statewide assessment	0	0	0	50	37	28	115

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	9	4	37	36	28	119

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

- Small group instruction with the teacher
- Small group instruction with the Reading Interventionist
- Small group instruction with the Math Interventionist
- Small group instruction with Administration
- Referral to Guidance
- Referral to Paxon Full Service Schools
- Implementation of a PMP
- Goal Setting
- Implementation of Rtl

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

Parent meetings will be held to discuss and provide input in developing academic and extra-curricular programs at West Jax. Parents will be given training on how to support their child at home to promote student achievement by maintaining basic skills to master grade-level standards. Parents and stakeholders will be notified by home-school communication folders, school messenger, school website, and marquee.

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

West Jacksonville is committed to building partnerships with community stakeholders on a monthly basis. Our goal is to provide our students the opportunity to interact with various professionals from the Jacksonville and surrounding areas by having question and answer sessions. These visitations will inspire students to be their best and to reach all of their goals.

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
Floyd-Hatcher, Michele	Principal
Sapp, Augena	Assistant Principal
Milner, Jasmine	Instructional Coach
Jordan, Ashley	Instructional Coach

Duties

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

The team meets weekly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the Rtl process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions, the Rtl leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.

Principal: Michele Floyd-Hatcher - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principal: Augena Sapp - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coach - Ashley Jordan - Provides leadership to the entire staff in the areas of Reading, English Language Arts, and Writing. Leads the professional learning for teachers in the area of Reading. Conducts weekly trainings with teachers during their Common Planning time, monitors the school data in the area of reading, monitors student progress in the area of reading, models instruction for teachers, and conducts small group instruction with students.

Math Coach - Jasmine Milner - Provides leadership to the entire staff in the area of Math. Leads the professional learning for teachers in the area of Math. Conducts weekly trainings with teachers during their Common Planning time, monitors the school data in the area of Math and science, monitors student progress in the area of Math, models instruction for teachers, and conducts small group instruction with students.

Foundations Chair: Augena Sapp- Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Rtl Facilitator: Janerica Delice- participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rtl.

School Counselors: Janerica Delice- provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Professional Development Facilitator: Jasmine Milner- develops or brokers technology necessary to manage and display data; provides professional development and technical support to new teachers and staff regarding data management and display

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 Rtl Leadership Team consists of these positions:

- Principal
- Academic Coaches
- Additional members that support Rtl implementation include the following:
 - Guidance Counselor: Janerica Delice
 - General Education Teachers: Edward Grant
 - Special Education Teacher: Lashanda Taylor
 - Foundations Team Chair: AuGena Sapp

The core academic Leadership Team meets weekly. The Rtl Leadership team meets monthly. The school-based Rtl Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops individual plans for students and the initial draft of the School Improvement Plan. The district curriculum is used in all classrooms.

SAI Funds-used for Saturday School tutoring for 3rd-5th grade students scoring in the bottom quartile on

district assessments

Title I, Part A funds-allocated for Reading Interventionist, .5 Media

Title I, Part A District Allocation funds-pays for a Reading Coach, Math Coach, Math Interventionist,

Pre-K Success By 6 Teacher and paraprofessional

All resources are inventoried annually and collected at the end of the year. This inventory is maintained in the schools Destiny (textbook) system as well as on tracking logs for technology and other resources excluding textbooks.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michele Floyd-Hatcher	Principal
Augena Sapp	Education Support Employee
Janerica Delice	Teacher
Asia O'Neal	Teacher
Chantay Owens	Parent
Antonio Owens	Parent
Dorthea Gordan	Parent
Jessica Pastor	Parent
Audrian Funchess	Parent
Betty Metz	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 committee met at the end of the year to review the progress made with the previous SIP and to begin planning ideas for the new school year.

Development of this school improvement plan

- Review school budget.
- Provide input in the creation of the SIP.
- Review student achievement data as a whole school. (individual data is confidential)
- Make recommendations and suggestions for literacy program.
- Evaluate school programs and make necessary suggestions
- Select appropriate items, supplies, or equipment to purchase using School Improvement Funds

Preparation of the school's annual budget and plan

SAC reviews the budget and makes suggestions to the school on how to best allocate spending.

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

1. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy. Amount \$140.00
2. Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and

later to individual practice. Amount - \$431.46

3. Increase reading comprehension through vocabulary using professional literature Bringing Words to Life by Beck and McKeown. Amount \$531.00

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
Floyd-Hatcher, Michele	Principal
Sapp, Augena	Assistant Principal
Jordan, Ashley	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- 1 Design and implement instruction that uses formal and informal assessment instruments.
- 2 Language Development through the use of effective vocabulary instruction, read alouds and independent reading, and the million word campaign.
- 3 Alignment of the curriculum of literacy standards, instructional materials, and teaching strategies to increase reading comprehension.
- 4 Train teachers using best practices to improve reading and writing performance of all students
- 5 Facilitates meetings to address student achievement and best practices based on student data, programs, and activities
- 6 Facilitates professional development workshop during Early Dismissal Days
- 7 Facilitate School-wide Reading Campaign and Celebrations

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

Weekly Common Planning is mandatory at West Jacksonville Elementary. Teachers build professional relationships through collaboration as they plan rigorous lessons. District and school academic coaches also provide focused training during our Early Release Days. Team building activities are planned by the administration in an effort to created a strong unified team that share a common goal.

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

1. Ongoing training at both the school level (Early Release, Faculty Meeting, and Planning Day sessions) and district level (content training and leadership development)
2. Having teachers take the role of leading training for staff.
3. Establishment of model classrooms for on-site PD for all teachers

4. Ongoing mentorship at the school level by CET trained teachers
5. Plan monthly team building activities for the staff to foster a positive relationship.

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

All new teachers are assisted by our Professional Development Facilitator (PDF). Our PDF assigns each new hire a mentor teacher who assists them in any way needed. The PDF assists them with completing their TIP portfolio. New teachers are also provided with release time to go and visit model classrooms at other schools with similar demographics.

Monthly training at school level on the six Educator Accomplished Practices:

1. Instructional Design and Lesson Planning

Align instruction with state-adopted standards at the appropriate level of rigor

2. Learning Environment

CHAMPs (professional book study as a follow-up to the required district training)

3. Instructional Delivery and Facilitation

Gradual Release Model (Professional Book Study)

4. Assessment.

How to analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

Rationale for Pairing:

Teaching experience (when & where)

? Grade level

? Content area

? Availability of common planning time

? Physical proximity of classrooms

? Teaching style and philosophy

? Common interests

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

West Jacksonville teachers use the Duval County Curriculum Guide. The lessons in the curriculum guide are created by district coaches and other effective content area professionals who craft lessons guided by the Florida Standards. Each teacher has an Instructional Toolkit that contains the Florida Standards and the Duval County Curriculum Guide. This toolkit is used each week during Common Planning.

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

Data will be analyzed to create groups of students with common gaps in instruction. The teachers will take these groups and create learning opportunities that will fill these gaps. The instruction will be differentiated according to the student's needs. The groups will be fluid with students moving into and out of the groups depending on mastery of the skill. Students that have already reached mastery of the specific skill will be grouped together to further push their learning.

Data will also be used to determine which students the Interventionist will work with during their targeted small group instruction. The Exceptional Student Education teacher will use data to determine the success rate of the students that she serves as well as to write the student goals on their IEP. The Rtl team will use data to make informed decisions about students who may need to be referred for additional services or interventions.

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: 10,200

We will utilize the following curriculum during the Extended Hour of instruction:

*The Comprehension Toolkit Grades K – 5

*Phonics Lessons: Letters, Words, and How they Work: Grades K – 2

*Word Study Lessons: Word Meanings/Vocabulary Grades 3 – 6

Strategy Rationale

We have seen great success at other schools who utilized these lessons.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Floyd-Hatcher, Michele, floydm@duvalschools.org

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

*The Comprehension Toolkit is an intensive course of study designed to help primary and intermediate-grade students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the Toolkit provides a foundation for developing independent readers and learners across the curriculum.

**The Phonics & Word Study Lessons will expand and refine our students reading powers. Word Meaning/Vocabulary (category 7) will expand students listening, speaking, reading, and writing vocabularies so that they can comprehend the more complex texts they are reading and (support our fourth graders) produce more interesting writing.

The effectiveness of these strategy is collected through the use of retelling rubrics, classroom assessments, district assessments, state assessments, and reading conferences using retelling comprehension strategies.

Strategy: After School Program

Minutes added to school year: 0

Team Up after school program sponsored by the Boys and Girls Club of Northeast Florida.

Strategy Rationale

This program will provide academic tutoring as well as enrichment instruction for our students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jordan, Ashley, jordana1@duvalschools.org

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

School based data will be used. Team Up tracking data will also be used.

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

Kindergarten teachers will collaborate with Pre-K teachers to develop a collegial relationship in alignment of core standards and create a learning trajectory to promote student achievement. Parent meetings are held between the Pre-K parents and the Kindergarten teachers so that they will be prepared for their child to enter kindergarten. Each year we send home summer work packets with students to continue their learning during the summer break. These packets are provided by the next grade level that they will be entering.

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** West Jacksonville Elementary School will increase proficiency in Writing in grade 4 from 9% in the 2013-2014 school year to 50% in the 2014-2015 school year.
- G2.** West Jacksonville Elementary School will increase proficiency in mathematics in Grades 3rd-5th from 18% in the 2013-2014 school year to 54% in 2014-2015 school year.
- G3.** West Jacksonville will increase reading proficiency on the state Reading assessment in grades 3rd-5th from 22% to 52% by 2015.
- G4.** West Jacksonville Elementary School will increase proficiency in science in Grade 5 from 12% in the 2013-2014 school year to 20% in 2014-2015 school year.

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. West Jacksonville Elementary School will increase proficiency in Writing in grade 4 from 9% in the 2013-2014 school year to 50% in the 2014-2015 school year. 1a

G042802

Targets Supported 1b

Indicator	Annual Target
Level 1 - Grade 04	50.0

Resources Available to Support the Goal 2

- Write to Learn
- Units of Study in Opinion, Information, and Narrative Writing
- Step Up to Writing
- 6+1 Writing Traits

Targeted Barriers to Achieving the Goal 3

- This is a pilot year for the new state writing assessment and the writing genres of writing are new. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development.
- There is a lack of resources for 4th grade writing as it relates to the new assessment.
- Vocabulary and spelling is a barrier for most students.

Plan to Monitor Progress Toward G1. 8

Curriculum Guide Assessments, (CGA) School-based assessments, Student Writing Portfolios

Person Responsible

Ashley Jordan

Schedule

Biweekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Student portfolios with teacher feedback, Performance Matters assessment data, classroom walkthrough feedback forms.

G2. West Jacksonville Elementary School will increase proficiency in mathematics in Grades 3rd-5th from 18% in the 2013-2014 school year to 54% in 2014-2015 school year. **1a**

G040862

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Math - African American	53.0
AMO Math - ED	54.0
AMO Math - SWD	33.0

Resources Available to Support the Goal **2**

- Curriculum Guide Assessment (CGA)
- I-Ready Diagnostic Assessment
- Formative Assessments
- Curriculum Guides
- Curriculum Resources- (Math Investigations and Envisions)

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with the Mathematics Florida Standards (MAFS), Common Core Mathematical Practices, and Item Specifications for the Florida State Assessment
- Varying levels of student understanding of mathematics

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

The following data will be used to monitor progress toward meeting our goal: Formative Assessments, Teacher Observation, Student Work, Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments

Person Responsible

Michele Floyd-Hatcher

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments

G3. West Jacksonville will increase reading proficiency on the state Reading assessment in grades 3rd-5th from 22% to 52% by 2015. **1a**

G040863

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	52.0

Resources Available to Support the Goal **2**

- Classroom teachers
- Administrators and school/district based coaches
- i-Ready
- Comprehension Toolkit
- DCPS Curriculum Guides
- District assessments (IOWA, DAR, CGAs)
- Interactive word walls
- Rigorous and differentiated work stations
- Novel studies, CCRP – Comprehensive Core Reading Program
- Close reading strategies
- Increase high interest literature and chapter books into classroom libraries to increase student interest in reading. These books are being provided by donations from Books-A-Go-Go.
- Increase the number of books going home with students to read and increase student home libraries with high interest literature and chapter books. These books are being provided by donations from Books-A-Go-Go.
- Achieve 3000 (Grades 3-5)

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with the Language Arts Florida standards and Item Specification for the Florida State Assessment.
- Students have limited vocabulary.
- Students lack stamina to read for long periods of time

Plan to Monitor Progress Toward G3. 8

Summative and Formative Assessments

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Results from Summative Assessments (Curriculum Guide Assessments, i-Ready, DAR) State Assessment Results Formative Assessments (Teacher-made assessments, exit tickets, anecdotal records and teacher observations) Teacher Observations and Evaluations

G4. West Jacksonville Elementary School will increase proficiency in science in Grade 5 from 12% in the 2013-2014 school year to 20% in 2014-2015 school year. 1a

G040867

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessment
- Science FCAT 2.0
- Formative Assessments
- GIZMOS
- Science Lab
- District Science Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of student background knowledge
- Teacher experience with the content

Plan to Monitor Progress Toward G4. 8

The following data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets: Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work), Curriculum Guide Assessment (CGA,) and, FCAT 2,0.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work etc.), Curriculum Guide Assessment (CGA) and, FCAT 2.0

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. West Jacksonville Elementary School will increase proficiency in Writing in grade 4 from 9% in the 2013-2014 school year to 50% in the 2014-2015 school year. **1**

 G042802

G1.B1 This is a pilot year for the new state writing assessment and the writing genres of writing are new. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development. **2**

 B104578

G1.B1.S1 Provide Writing Professional Development for all teachers led by district coaches. **4**

 S115773

Strategy Rationale

District coaches have a better understanding of the writing expectations and are calibrating in order to provide teachers with a more concrete roadmap for Writing instructional delivery.

Action Step 1 **5**

There will be professional development opportunities for teachers for Writing.

Person Responsible

Ashley Jordan

Schedule

Monthly, from 9/24/2014 to 1/28/2015

Evidence of Completion

The attendance roster and professional development survey will be collected as evidence.

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

Professional Development for Writing will be provided.

Person Responsible

Ashley Jordan

Schedule

Monthly, from 9/24/2014 to 1/28/2015

Evidence of Completion

Attendance roster and professional development surveys will be collected.

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

ELA coach will monitor the teacher's execution of professional development led by administration.

Person Responsible

Michele Floyd-Hatcher


Schedule

On 1/28/2015


Evidence of Completion

Curriculum Guide Assessment Writing data, school-wide writing assessments, and review of student writing portfolios should provide evidence of student growth.

G1.B2 There is a lack of resources for 4th grade writing as it relates to the new assessment. 2

 B104579

G1.B2.S1 Unpack the standards and collaborate with the ELA coach and district ELA coaches to pull resources for instruction that leads to higher achievement. 4

 S115778

Strategy Rationale

If we teach the standard coupled with meaningful resources, the students will be prepared and succeed.

Action Step 1 5

Teachers will collaborate during Common Planning to unpack the standards and plan rigorous lessons.

Person Responsible

Ashley Jordan

Schedule

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

Evidence of Completion

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

Monitoring lesson plans, lesson observations, walk-through feedback forms, and coaching cycles will ensure fidelity.

Person Responsible

Augena Sapp

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Collection of data, data chat records, monitoring forms.

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

Continual observation of student work in common planning, monitoring CGA Writing data, and school-wide writing assessment collection.

Person Responsible

Augena Sapp


Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work protocol observation form and Performance Matters data.

G1.B3 Vocabulary and spelling is a barrier for most students. 2

 B104580

G1.B3.S1 Introduce a school-wide "Word of the Day." 4

 S115783

Strategy Rationale

Consistent exposure to new vocabulary words will enable students to write proficiently with mature language.

Action Step 1 5

During the morning announcements, students will be introduced to the Duval Word of the Day.

Person Responsible

Augena Sapp

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

A vocabulary list will be generated for the morning announcements and recorded.

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

Students will record the "Word of the Day" in their reading journal and be encouraged to use the word of the day within their writing.

Person Responsible

Ashley Jordan

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student journals and writing samples will display the vocabulary words inspired by the "Word of the Day."

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

Student writing will be scored to monitor the increase in broad vocabulary use.

Person Responsible

Augena Sapp

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data chat records, student scores.

G2. West Jacksonville Elementary School will increase proficiency in mathematics in Grades 3rd-5th from 18% in the 2013-2014 school year to 54% in 2014-2015 school year. 1

G040862

G2.B1 Teachers are unfamiliar with the Mathematics Florida Standards (MAFS), Common Core Mathematical Practices, and Item Specifications for the Florida State Assessment 2

B099071

G2.B1.S1 Support teachers with unpacking and implementation of MAFS, Common Core Mathematical Practices and Item Specifications through common planning, PLC's and the coaching cycle. 4

S110393

Strategy Rationale

Understanding of the MAFS, Item Specifications and Common Core Mathematical Practices will allow teachers to develop instruction that is aligned to the standards, as well as, rigorous tasks.

Action Step 1 5

Teachers will participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

PLC agendas, handouts, lesson plans, student work with teacher commentary, teacher observation

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration, classroom observations and student work.

Person Responsible

Michele Floyd-Hatcher

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Observation

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

The following data will be used to determine effectiveness: Teacher Observation, Formative Assessments, Curriculum Guide Assessment (CGA), I-Ready Assessment and Florida State Assessment (FSA)

Person Responsible

Michele Floyd-Hatcher


Schedule

Daily, from 8/18/2014 to 6/9/2015


Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Lesson Plans, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments

G2.B2 Varying levels of student understanding of mathematics 2

 B103589

G2.B2.S1 Provide ongoing professional development through common planning, PLC's, and the coaching cycle for using data to drive instruction. 4

 S114908

Strategy Rationale

Utilizing formative and summative assessment data will allow teachers to provide differentiated instruction to meet the needs of individual students.

Action Step 1 5

Support teachers in analyzing data to develop student groups and differentiated instruction through common planning, PLC's and the coaching cycle.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

PLC agendas, Teacher Observation, Lesson Plans, Coaching Logs, Handouts

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

Provide support through PLC's, common planning, and the coaching cycle

Person Responsible

Michele Floyd-Hatcher

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Observation, Lesson Plans

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

Monitor and provide support effectiveness through PLC's, common planning, and the coaching cycle.

Person Responsible

Michele Floyd-Hatcher

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Data Notebook (Formative Assessments, Teacher Observation, Student Work, Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments)

G3. West Jacksonville will increase reading proficiency on the state Reading assessment in grades 3rd-5th from 22% to 52% by 2015. **1**

G040863

G3.B1 Teachers are unfamiliar with the Language Arts Florida standards and Item Specification for the Florida State Assessment. **2**

B099073

G3.B1.S1 Teachers will receive training and guidance through professional development, PLC and coaching cycle to understand summative and formative assessments data to create and implement differentiated centers two weeks in advance that will help students to master prerequisite skills and state standards. **4**

S110395

Strategy Rationale

Providing teachers with the appropriate training will provide them with the practices necessary to deliver effective standards based instructions.

Action Step 1 **5**

Teachers will be provided training and guidance on the use of the Language Arts Florida Standards through professional development sessions, PLC and coaching cycles.

Person Responsible

Ashley Jordan

Schedule

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

Evidence of Completion

Coaching logs PLC agendas and Handouts Increased student proficiency on summative and formative assessments Principal feedback during data chats

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration, classroom observations and student work.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Coaching logs PLC agendas and Handouts Increase student proficiency on all assessments Principal feedback during data chats and classroom observations

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

The following data will be used to determine effectiveness: Teacher Observation, Formative Assessments, Curriculum Guide Assessment (CGA), I-Ready Assessment and Florida State Assessment (FSA)

Person Responsible

Augena Sapp


Schedule

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

Evidence of Completion

Coaching logs PLC Agendas and Handouts Increase student proficiency on all assessments
Principal feedback during data conferences and classroom observations

G3.B2 Students have limited vocabulary. 2

 B099074

G3.B2.S1 Implementation of a school-wide vocabulary campaign to increase student vocabulary with modeling through the use of the Making Words curriculum and the Frayer Model Graphic Organizer 4

 S110396

Strategy Rationale

There is a strong correlation between reading comprehension and vocabulary knowledge. Limited vocabularies can prevent students from comprehending a text.

Action Step 1 5

The use of Making Words and the Frayer Model for Vocabulary Instruction

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

CGA, i-Ready, and FSA data

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

Classroom walk-throughs, student assessment data analysis, and teacher evaluations to monitor the effectiveness of the vocabulary implementation

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Classroom monitoring forms, Student assessment data, Teacher evaluations

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

Classroom walk-throughs, student assessment data analysis, and teacher evaluations to monitor the effectiveness of the vocabulary implementation

Person Responsible

Augena Sapp


Schedule

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

Evidence of Completion

Classroom monitoring forms, Student assessment data, Teacher evaluations

G3.B2.S2 Using FCAT, DAR, CGA data to monitor and target student difficulties and direct instruction by teachers **4**

 S110397

Strategy Rationale

The use of state and district data will provide teachers with the information necessary to target the students' specific needs related to the standards and grade level expectations.

Action Step 1 **5**

Assessment data will be used to target student difficulties and guide instruction by teachers

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning

Plan to Monitor Fidelity of Implementation of G3.B2.S2 **6**

Data conferences, classroom focus walks, and common planning sessions will be conducted to analyze student data and plan lessons accordingly

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning Agenda, classroom monitoring forms

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Data conferences, classroom focus walks, and common planning sessions will be conducted to analyze student data and plan lessons accordingly

Person Responsible

Augena Sapp


Schedule

On 6/5/2015

Evidence of Completion

Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning Agenda, classroom monitoring forms, Student Assessment Data, Student work samples

G3.B2.S3 Implementing the Comprehension Toolkit daily during the extended hour. 4

 S110398

Strategy Rationale

The Comprehension Toolkit reinforces reading strategies and supports students with how to read actively across the curriculum to understand a variety of texts.

Action Step 1 5

Teachers will use the comprehension toolkit during the extended hour to provide explicit instruction on reading comprehension strategies.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Teacher Lesson Plans, Student Work Samples, Classroom Observations, Common Planning agendas/notes

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Classroom observations and focus walks will be conducted to monitor the fidelity of implementation.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Monitoring forms, Teacher conference notes, common planning agenda notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

To support the effectiveness of implementation, the teachers will participate in weekly common planning sessions facilitated by the school Reading. Classroom observations and focus walks will be conducted to monitor and support the effectiveness of implementation.

Person Responsible

Augena Sapp


Schedule

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

Evidence of Completion

Common planning agendas and handouts, classroom observations, monitoring forms, teacher conferences, student work samples

G3.B2.S4 Teachers participating in the book study of Bringing Words to Life to better understand and teach vocabulary in context **4**

 S110399

Strategy Rationale

When teachers participate in professional development through the use of the Bringing Words to Life text, they will gain strategies necessary to provide explicit vocabulary instruction.

Action Step 1 **5**

Teachers will participate in a book study using the text Bringing Words to Life to have a better understand of how to explicit teach vocabulary.

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Meeting Agendas, Book Study Handouts and Notes, Artifacts

Plan to Monitor Fidelity of Implementation of G3.B2.S4 **6**

Teachers will produce an artifact each month based on the use of a strategy from the text in their classroom.

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Student Work, Meeting agendas and handouts, Notes from the text

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

To monitor and support the effectiveness of implementation, the teachers will collaborate with their peers during the book study meetings to share ideas and reflect on their teaching.

Person Responsible

Augena Sapp


Schedule

Monthly, from 9/24/2014 to 6/5/2015


Evidence of Completion

Meeting agendas, Notes from the text, classroom artifacts, student work

G3.B3 Students lack stamina to read for long periods of time 2

 B099077

G3.B3.S1 Students will participate in the Principal Million Word Campaign in school being monitored by teachers and at home being monitored by parents. 4

 S110400

Strategy Rationale

Action Step 1 5

Students will participate in the Million words campaign by reading one million words by the end of the school year.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Book Logs, Reading Journal reflections, Reading response journals, Classroom book goal charts

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

To monitor and support the fidelity of implementation, each grade level will require their students to read the same number of books and record a response to the text. If the book is read at home, the parent must initial the response. The teacher will track the number of books read in the classroom.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Book Logs, Reading Journal reflections, Reading response journals, Classroom book goal charts

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

Students will be required to write a response to the text for each book that they have logged for their reading goal.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Book Logs, Reading Journal reflections, Reading response journals

G3.B3.S2 Students will be required to read daily during centers 15-20 minutes daily as an independent reading center. 4

S110401

Strategy Rationale

Action Step 1 5

Students will participate daily in an independent reading center.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Student Reading Log Independent Reading Tasks Reading Response Journals

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Classroom observations, and student data conferences will be conducted to ensure that the strategy is being implemented with fidelity.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Data conference forms, Monitoring forms, student goal setting forms, reading logs

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Classroom observations, and student data conferences will be conducted to monitor the effectiveness of implementation.

Person Responsible

Augena Sapp


Schedule

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

Evidence of Completion

Data conference forms, Monitoring forms, student goal setting forms, reading logs

G3.B3.S3 Reading will be incorporated into all subject areas (Language Arts, Math, Science, and Social Studies) in every class 4

 S110402

Strategy Rationale

Action Step 1 5

There will be a cross curricular connection to reading in every subjects in all grade levels.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Teacher Lesson plans, common planning agendas, classroom observations

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Lesson plan reviews and classroom focus walks will be conducted to ensure that reading is present in all subject areas.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Common planning, teacher conferences, classroom focus walks, classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Lesson plan reviews and classroom focus walks will be conducted to ensure that reading is present in all subject areas.

Person Responsible

Augena Sapp

Schedule

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

Evidence of Completion

Common planning, teacher conferences, classroom focus walks, classroom observations

G4. West Jacksonville Elementary School will increase proficiency in science in Grade 5 from 12% in the 2013-2014 school year to 20% in 2014-2015 school year. 1

G040867

G4.B1 Lack of student background knowledge 2

B099102

G4.B1.S1 Build student background knowledge through aligned investigations and non-fiction reading.

4

S110414

Strategy Rationale

By building background knowledge, students will be able to make connections to new information; therefore being more successful at learning new concepts and skills.

Action Step 1 5

Provide students with opportunities to build background knowledge through aligned investigations and nonfiction reading

Person Responsible

Michele Floyd-Hatcher

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

PLC Agendas, Handouts, Observations

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work

Person Responsible

Michele Floyd-Hatcher

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coaching Logs, Lesson Plans, Observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The following data will be used to monitor progress toward meeting our goal: Formative Assessments, Curriculum Guide Assessment (CGA) and Science FCAT 2.0.

Person Responsible

Michele Floyd-Hatcher


Schedule

Daily, from 8/18/2014 to 6/9/2015


Evidence of Completion

Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,), and FCAT 2.0)

G4.B2 Teacher experience with the content 2

 B119285

G4.B2.S1 Provide the teacher with ongoing Professional Development provided by the District Science Specialist 4

 S131082

Strategy Rationale

This will enable the teacher to strengthen with content knowledge, pedagogy, and instructional delivery

Action Step 1 5

Teacher experience with the content.

Person Responsible

Michele Floyd-Hatcher

Schedule

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

Evidence of Completion

Teacher lesson plans, coaching logs, formative assessments, district and state assessments

Appendix 1: Implementation Timeline

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

Duval - 1431 - West Jacksonville Elem. School - 2014-15 SIP
West Jacksonville 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 participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.	Milner, Jasmine	8/18/2014	PLC agendas, handouts, lesson plans, student work with teacher commentary, teacher observation	6/9/2015 weekly
G3.B1.S1.A1	Teachers will be provided training and guidance on the use of the Language Arts Florida Standards through professional development sessions, PLC and coaching cycles.	Jordan, Ashley	8/18/2014	Coaching logs PLC agendas and Handouts Increased student proficiency on summative and formative assessments Principal feedback during data chats	6/5/2015 weekly
G4.B1.S1.A1	Provide students with opportunities to build background knowledge through aligned investigations and nonfiction reading	Floyd-Hatcher, Michele	8/18/2014	PLC Agendas, Handouts, Observations	6/9/2015 weekly
G3.B2.S1.A1	The use of Making Words and the Frayer Model for Vocabulary Instruction	Sapp, Augena	8/18/2014	CGA, i-Ready, and FSA data	6/5/2015 daily
G3.B3.S3.A1	There will be a cross curricular connection to reading in every subjects in all grade levels.	Sapp, Augena	8/18/2014	Teacher Lesson plans, common planning agendas, classroom observations	6/5/2015 daily
G2.B2.S1.A1	Support teachers in analyzing data to develop student groups and differentiated instruction through common planning, PLC's and the coaching cycle.	Milner, Jasmine	8/18/2014	PLC agendas, Teacher Observation, Lesson Plans, Coaching Logs, Handouts	6/9/2015 weekly
G3.B3.S1.A1	Students will participate in the Million words campaign by reading one million words by the end of the school year.	Sapp, Augena	8/18/2014	Book Logs, Reading Journal reflections, Reading response journals, Classroom book goal charts	6/5/2015 daily
G3.B2.S2.A1	Assessment data will be used to target student difficulties and guide instruction by teachers	Sapp, Augena	8/18/2014	Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning	6/5/2015 daily
G3.B2.S3.A1	Teachers will use the comprehension toolkit during the extended hour to provide explicit instruction on reading comprehension strategies.	Sapp, Augena	8/18/2014	Teacher Lesson Plans, Student Work Samples, Classroom Observations, Common Planning agendas/notes	6/5/2015 daily
G3.B2.S4.A1	Teachers will participate in a book study using the text Bringing Words to Life to have a better understand of how to explicit teach vocabulary.	Sapp, Augena	9/24/2014	Meeting Agendas, Book Study Handouts and Notes, Artifacts	6/5/2015 monthly
G1.B1.S1.A1	There will be professional development opportunities for teachers for Writing.	Jordan, Ashley	9/24/2014	The attendance roster and professional development survey will be collected as evidence.	1/28/2015 monthly
G1.B2.S1.A1	Teachers will collaborate during Common Planning to unpack the standards and plan rigorous lessons.	Jordan, Ashley	8/18/2014		6/5/2015 weekly
G3.B3.S2.A1	Students will participate daily in an independent reading center.	Sapp, Augena	8/18/2014	Student Reading Log Independent Reading Tasks Reading Response Journals	6/5/2015 daily
G1.B3.S1.A1	During the morning announcements, students will be introduced to the Duval Word of the Day.	Sapp, Augena	8/25/2014	A vocabulary list will be generated for the morning announcements and recorded.	6/5/2015 daily
G4.B2.S1.A1	Teacher experience with the content.	Floyd-Hatcher, Michele	8/18/2014	Teacher lesson plans, coaching logs, formative assessments, district and state assessments	6/5/2015 weekly
G1.MA1	Curriculum Guide Assessments, (CGA) School-based assessments, Student Writing Portfolios	Jordan, Ashley	9/24/2014	Student portfolios with teacher feedback, Performance Matters assessment data, classroom walkthrough feedback forms.	5/27/2015 biweekly
G1.B1.S1.MA1	ELA coach will monitor the teacher's execution of professional development led by administration.	Floyd-Hatcher, Michele	9/24/2014	Curriculum Guide Assessment Writing data, school-wide writing assessments, and review of student writing portfolios	1/28/2015 one-time

Duval - 1431 - West Jacksonville Elem. School - 2014-15 SIP
West Jacksonville Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				should provide evidence of student growth.	
G1.B1.S1.MA1	Professional Development for Writing will be provided.	Jordan, Ashley	9/24/2014	Attendance roster and professional development surveys will be collected.	1/28/2015 monthly
G1.B2.S1.MA1	Continual observation of student work in common planning, monitoring CGA Writing data, and school-wide writing assessment collection.	Sapp, Augena	8/25/2014	Student work protocol observation form and Performance Matters data.	6/5/2015 biweekly
G1.B2.S1.MA1	Monitoring lesson plans, lesson observations, walk-through feedback forms, and coaching cycles will ensure fidelity.	Sapp, Augena	8/25/2014	Collection of data, data chat records, monitoring forms.	6/5/2015 weekly
G1.B3.S1.MA1	Student writing will be scored to monitor the increase in broad vocabulary use.	Sapp, Augena	8/25/2014	Data chat records, student scores.	6/5/2015 biweekly
G1.B3.S1.MA1	Students will record the "Word of the Day" in their reading journal and be encouraged to use the word of the day within their writing.	Jordan, Ashley	8/25/2014	Student journals and writing samples will display the vocabulary words inspired by the "Word of the Day."	6/5/2015 daily
G2.MA1	The following data will be used to monitor progress toward meeting our goal: Formative Assessments, Teacher Observation, Student Work, Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments	6/9/2015 daily
G2.B1.S1.MA1	The following data will be used to determine effectiveness: Teacher Observation, Formative Assessments, Curriculum Guide Assessment (CGA), I-Ready Assessment and Florida State Assessment (FSA)	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Lesson Plans, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments	6/9/2015 daily
G2.B1.S1.MA1	Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration, classroom observations and student work.	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Observation	6/9/2015 weekly
G2.B2.S1.MA1	Monitor and provide support effectiveness through PLC's, common planning, and the coaching cycle.	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Data Notebook (Formative Assessments, Teacher Observation, Student Work, Curriculum Guide Assessment (CGA,), I-Ready Diagnostic and Progress Monitoring Assessments)	6/9/2015 daily
G2.B2.S1.MA1	Provide support through PLC's, common planning, and the coaching cycle	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Observation, Lesson Plans	6/9/2015 weekly
G3.MA1	Summative and Formative Assessments	Sapp, Augena	8/18/2014	Results from Summative Assessments (Curriculum Guide Assessments, i-Ready, DAR) State Assessment Results Formative Assessments (Teacher-made assessments, exit tickets, anecdotal records and teacher observations) Teacher Observations and Evaluations	6/5/2015 weekly
G3.B1.S1.MA1	The following data will be used to determine effectiveness: Teacher Observation, Formative Assessments, Curriculum Guide Assessment (CGA), I-Ready Assessment and Florida State Assessment (FSA)	Sapp, Augena	8/18/2014	Coaching logs PLC Agendas and Handouts Increase student proficiency on all assessments Principal feedback during data conferences and classroom observations	6/5/2015 weekly
G3.B1.S1.MA1	Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board	Sapp, Augena	8/18/2014	Coaching logs PLC agendas and Handouts Increase student proficiency on all assessments Principal feedback	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	configuration, classroom observations and student work.			during data chats and classroom observations	
G3.B2.S1.MA1	Classroom walk-throughs, student assessment data analysis, and teacher evaluations to monitor the effectiveness of the vocabulary implementation	Sapp, Augena	8/18/2014	Classroom monitoring forms, Student assessment data, Teacher evaluations	6/5/2015 weekly
G3.B2.S1.MA1	Classroom walk-throughs, student assessment data analysis, and teacher evaluations to monitor the effectiveness of the vocabulary implementation	Sapp, Augena	8/18/2014	Classroom monitoring forms, Student assessment data, Teacher evaluations	6/5/2015 weekly
G3.B3.S1.MA1	Students will be required to write a response to the text for each book that they have logged for their reading goal.	Sapp, Augena	8/18/2014	Book Logs, Reading Journal reflections, Reading response journals	6/5/2015 daily
G3.B3.S1.MA1	To monitor and support the fidelity of implementation, each grade level will require their students to read the same number of books and record a response to the text. If the book is read at home, the parent must initial the response. The teacher will track the number of books read in the classroom.	Sapp, Augena	8/18/2014	Book Logs, Reading Journal reflections, Reading response journals, Classroom book goal charts	6/5/2015 daily
G3.B2.S2.MA1	Data conferences, classroom focus walks, and common planning sessions will be conducted to analyze student data and plan lessons accordingly	Sapp, Augena	8/18/2014	Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning Agenda, classroom monitoring forms, Student Assessment Data, Student work samples	6/5/2015 one-time
G3.B2.S2.MA1	Data conferences, classroom focus walks, and common planning sessions will be conducted to analyze student data and plan lessons accordingly	Sapp, Augena	8/18/2014	Teacher Lesson Plans, Data Notebook, Data Conferences, Common Planning Agenda, classroom monitoring forms	6/5/2015 weekly
G3.B3.S2.MA1	Classroom observations, and student data conferences will be conducted to monitor the effectiveness of implementation.	Sapp, Augena	8/18/2014	Data conference forms, Monitoring forms, student goal setting forms, reading logs	6/5/2015 daily
G3.B3.S2.MA1	Classroom observations, and student data conferences will be conducted to ensure that the strategy is being implemented with fidelity.	Sapp, Augena	8/18/2014	Data conference forms, Monitoring forms, student goal setting forms, reading logs	6/5/2015 weekly
G3.B2.S3.MA1	To support the effectiveness of implementation, the teachers will participate in weekly common planning sessions facilitated by the school Reading. Classroom observations and focus walks will be conducted to monitor and support the effectiveness of implementation.	Sapp, Augena	8/18/2014	Common planning agendas and handouts, classroom observations, monitoring forms, teacher conferences, student work samples	6/5/2015 weekly
G3.B2.S3.MA1	Classroom observations and focus walks will be conducted to monitor the fidelity of implementation.	Sapp, Augena	8/18/2014	Monitoring forms, Teacher conference notes, common planning agenda notes	6/5/2015 weekly
G3.B3.S3.MA1	Lesson plan reviews and classroom focus walks will be conducted to ensure that reading is present in all subject areas.	Sapp, Augena	8/18/2014	Common planning, teacher conferences, classroom focus walks, classroom observations	6/5/2015 daily
G3.B3.S3.MA1	Lesson plan reviews and classroom focus walks will be conducted to ensure that reading is present in all subject areas.	Sapp, Augena	8/18/2014	Common planning, teacher conferences, classroom focus walks, classroom observations	6/5/2015 daily
G3.B2.S4.MA1	To monitor and support the effectiveness of implementation, the teachers will collaborate with their peers during the book study meetings to share ideas and reflect on their teaching.	Sapp, Augena	9/24/2014	Meeting agendas, Notes from the text, classroom artifacts, student work	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S4.MA1	Teachers will produce an artifact each month based on the use of a strategy from the text in their classroom.	Sapp, Augena	9/24/2014	Student Work, Meeting agendas and handouts, Notes from the text	6/5/2015 monthly
G4.MA1	The following data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets: Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work), Curriculum Guide Assessment (CGA,) and, FCAT 2.0.		8/18/2014	Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work etc.), Curriculum Guide Assessment (CGA) and, FCAT 2.0	6/9/2015 daily
G4.B1.S1.MA1	The following data will be used to monitor progress toward meeting our goal: Formative Assessments, Curriculum Guide Assessment (CGA) and Science FCAT 2.0.	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, PLC agendas, Handouts, Formative Assessments- (Teacher Observation, Student Work, etc.), Curriculum Guide Assessment (CGA,) and FCAT 2.0)	6/9/2015 daily
G4.B1.S1.MA1	Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work	Floyd-Hatcher, Michele	8/18/2014	Coaching Logs, Lesson Plans, Observation	6/9/2015 daily

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. West Jacksonville Elementary School will increase proficiency in Writing in grade 4 from 9% in the 2013-2014 school year to 50% in the 2014-2015 school year.

G1.B1 This is a pilot year for the new state writing assessment and the writing genres of writing are new. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development.

G1.B1.S1 Provide Writing Professional Development for all teachers led by district coaches.

PD Opportunity 1

There will be professional development opportunities for teachers for Writing.

Facilitator

Ashley Jordan, Michele Floyd-Hatcher, AuGena Sapp, and the ELA District Coaches

Participants

ELA teachers

Schedule

Monthly, from 9/24/2014 to 1/28/2015

G1.B2 There is a lack of resources for 4th grade writing as it relates to the new assessment.

G1.B2.S1 Unpack the standards and collaborate with the ELA coach and district ELA coaches to pull resources for instruction that leads to higher achievement.

PD Opportunity 1

Teachers will collaborate during Common Planning to unpack the standards and plan rigorous lessons.

Facilitator

Ashley Jordan, AuGena Sapp, Michele Floyd-Hatcher

Participants

All ELA teachers

Schedule

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

G2. West Jacksonville Elementary School will increase proficiency in mathematics in Grades 3rd-5th from 18% in the 2013-2014 school year to 54% in 2014-2015 school year.

G2.B1 Teachers are unfamiliar with the Mathematics Florida Standards (MAFS), Common Core Mathematical Practices, and Item Specifications for the Florida State Assessment

G2.B1.S1 Support teachers with unpacking and implementation of MAFS, Common Core Mathematical Practices and Item Specifications through common planning, PLC's and the coaching cycle.

PD Opportunity 1

Teachers will participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.

Facilitator

Academic Coaches, Principal

Participants

All Teachers

Schedule

Weekly, from 8/18/2014 to 6/9/2015

G2.B2 Varying levels of student understanding of mathematics

G2.B2.S1 Provide ongoing professional development through common planning, PLC's, and the coaching cycle for using data to drive instruction.

PD Opportunity 1

Support teachers in analyzing data to develop student groups and differentiated instruction through common planning, PLC's and the coaching cycle.

Facilitator

Jasmine Milner, Michele Floyd-Hatcher

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/9/2015

G3. West Jacksonville will increase reading proficiency on the state Reading assessment in grades 3rd-5th from 22% to 52% by 2015.

G3.B1 Teachers are unfamiliar with the Language Arts Florida standards and Item Specification for the Florida State Assessment.

G3.B1.S1 Teachers will receive training and guidance through professional development, PLC and coaching cycle to understand summative and formative assessments data to create and implement differentiated centers two weeks in advance that will help students to master prerequisite skills and state standards.

PD Opportunity 1

Teachers will be provided training and guidance on the use of the Language Arts Florida Standards through professional development sessions, PLC and coaching cycles.

Facilitator

Reading Coach, Principal

Participants

All Reading Teachers

Schedule

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

G4. West Jacksonville Elementary School will increase proficiency in science in Grade 5 from 12% in the 2013-2014 school year to 20% in 2014-2015 school year.

G4.B1 Lack of student background knowledge

G4.B1.S1 Build student background knowledge through aligned investigations and non-fiction reading.

PD Opportunity 1

Provide students with opportunities to build background knowledge through aligned investigations and nonfiction reading

Facilitator

Michele Floyd-Hatcher, District Science Specialist

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/9/2015

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