

John E. Ford K 8 School

1137 CLEVELAND ST, Jacksonville, FL 32209

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of John E. Ford PK-8 English/Spanish Montessori School is to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

John E. Ford teachers and staff will work cooperatively in a nurturing, challenging, multi-cultural environment to create productive, life-long learners. We will provide a safe and civil environment fostering cultural consciousness; challenging each of our students to develop socially, emotionally and intellectually to their highest potential prepared for college and career.

School Environment

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

Prior to the start of each school year, administrators pull demographic data on enrolled students and deliver welcome fliers, in person, to area apartment complexes and our local community center. Our area chief arranged for a guided bus tour of our community and teachers engage in professional development targeted on knowing and understanding the cultural backgrounds of the students in their class(es).

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

The Peace Curriculum has been fully adopted at John E. Ford Montessori. Students engage in daily lessons and procedures focusing on honoring oneself, honoring others, and honoring their environment. Each day closes with personal, positive affirmations to each individual in the elementary grades. All students engage in daily meditation and restorative yoga. All staff, both in and out of the classroom, are trained to specifically address students whether it be in the form of praise, redirection, or greetings.

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

All classes adhere to the Montessori Method of responsibility: honor oneself, honor others, and honor the environment. Grace and courtesy lessons are taught daily in the primary and lower elementary classrooms. A portion of daily morning meetings is dedicated to lessons surrounding the responsibilities as mentioned above. Middle school classrooms engage in CHAMPs, a specific ordering of expectations that allows students the clear understanding of tasks for which they will be engaged and the manner for which students will engage in each task, prior to and following each transition. All teachers are trained in both the Montessori Method of responsibilities and CHAMPs prior to the school year and as often as necessary, in the form of a coaching cycle until these student engagement models are easily identifiable in the classroom.

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

At John E. Ford, we have the incredible opportunity of having a Communities in Schools counselor onsite to providing mentoring to 10% of our student population five days a week. Our school counselors provide classroom guidance, small group counseling and individual student guidance sessions. A select group of our upper elementary and middle school students are trained each year as peer mediators to assist students in resolving conflicts before becoming a referable offense. Lastly, district support in the form of grief counseling and behavioral supports are readily available on a case by case basis.

Early Warning Systems

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

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

At John E. Ford PK-8, we identify at risk students through the use of Genesis (a student record data program). This database allows us to examine grades, attendance, course failures, statewide assessment data and disciplinary incidents. Teachers and academic coaches are provided with state and district data to use in driving instruction to students through both focused instruction to the individual student and social/emotional supports daily. Formative assessments are utilized as a measure to determine proficiency levels in meeting targets.

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	6	7	8	
Attendance below 90 percent	43	27	10	12	4	3	0	0	0	99
One or more suspensions	42	35	28	35	10	0	11	0	7	168
Course failure in ELA or Math	10	6	5	8	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	25	17	6	11	10	7	76

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	8		
Students exhibiting two or more indicators	95	68	43	80	31	9	22	14	362	

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

- Attendance Intervention team meetings monthly to address absences from school and tardy arrivals
- Restorative Justice
- School-wide Montessori Peace Curriculum
- Communities in Schools therapy sessions
- YMCA mentorship program
- Classroom/small group/individual guidance programs
- Strategic small group/individualized instruction built into school day
- Progress Monitoring Plans

Response to Intervention Systems
 Child Guidance Team meetings
 Evening school
 Lunch and learn math tutoring sessions

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

I, Paula Renfro , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Date Signed

Signature of Principal or Designee

Mission Statement

Changes made No changes made

Parental Involvement Mission Statement (Optional)

Response: The John E. Ford PK-8 School mission is to unify parents, the school and the community into one seamless entity to help support and provide a quality educational environment that will: inspire all students to acquire and use the knowledge and skills needed to succeed emotionally, socially and intellectually in a global economy and culturally diverse world. John E. Ford will achieve this by conducting at least 2 parent involvement activities per nine weeks. These activities will be designed to educate parents, Grandparents, and guardians on how to become more involved academically and socially.

Involvement of Parents

Changes made No changes made

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: To ensure that parents are involved with the planning, review and improvement of Title I programs. Parents who serve on parent organizations such as the Parent Teacher Association, School Advisory Council and Parent Volunteers were invited to participate in the review and update of the policy. During this time parents discussed implementation of activities, the parent-school compact and the parental involvement budget. Parent input will be added to the minutes from the meeting. Parents will continue to review programs and activities throughout the school year making suggestions for improvement. Parents are provided at least one week's advance notice of these meetings and agenda topics through the school calendar, the school website, the marquee in front of the school, PTA newsletters and via phone using School Messenger.

Coordination and Integration

Changes made No changes made

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Fee-based Pre-Kindergarten Parents of students enrolled in the tuition based Pre-Kindergarten program are encouraged to attend all of the workshops and parent events held at the school. The workshops and parent events are geared towards informing parents of grade level content, standards, curriculum and providing strategies to be implemented at home.

2 Supplemental Educational Services Students earning a Level I or Level 2 on state assessments are encouraged to participate in this program which offers afterschool remediation in reading and math. Parents are invited to attend an informational workshop where they are provided information about the program. They also have an opportunity to meet vendors.

3 IDEA Students identified as ESE (Exceptional Student Education) are provided a free and appropriate education. These students must have an updated IEP (Individualized educational plan) on file.

Annual Parent Meeting

Changes made No changes made

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program

(schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop Agenda, Handouts and/or Presentation Materials Dean September 4-September 11, 2014 Agendas and Handouts

2 Advertise/Publicize the Event Principal August 28-September 11, 2014 Flyer, School Messenger Report

3 Maintain Documentation (Sign-In Sheets, Agenda) Dean September 11, 2014 Parent Attendance as evidenced by Sign In Sheets

Flexible Parent Meetings

Changes made No changes made

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: John E. Ford PK-8 School will incorporate input and recommendations from parents and staff into the scheduling of the events throughout the school year. Events will be scheduled before school, during the school day and after school in the evening. In addition, several events have been scheduled for Saturday mornings in the communities where many of the students reside. John E. Ford is a magnet school that serves students from all seven zones of the district as well as the students who reside in the neighborhood. Centralized transportation may not be feasible, while zone transportation may be available based on parent responses.

Building Capacity

Changes made No changes made

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Title I Programs: Annual Title I Meeting Noelle Giannuzzi Increased Parental Involvement September 3/September 11, 2014 Sign In Sheets, Parent Surveys

2 Parent Education workshops Paula Renfro Increase parent involvement and understanding of Montessori curriculum September 2014-May 2015 (biweekly) Sign In Sheets, Parent Surveys

3 Community Event: Fall Festival Paula Renfro Increase parental involvement October 17, 2014 Sign Sheets, Parent Surveys

4 Math/Science Literacy Night Paul Struska Increased Levels of Math/Science Proficiency at Grades K-8 April 9, 2015 Sign In Sheets, Parent Surveys

5 Community Event: Hispanic Heritage Night Shana Ingram Increase parent involvement and cultural diversity November 20, 2014 Sign In Sheets, Parent Surveys

6 Family Literacy Night Stephanie Durham Increased Levels of Reading Proficiency School-Wide October 30, 2014 Sign In Sheets, Parent Surveys

7 Pre-Primary Program Paula Renfro Increase parent involvement December 11, 2014 Sign In Sheets, Parent Surveys

8 Black History Showcase Shana Ingram/Noelle Giannuzzi Increase parent involvement and cultural diversity February 19, 2015 Sign In Sheets, Parent Surveys

9 Greening of the Grounds Paula Renfro Increased Levels of parent and community involvement March 7, 2015 Sign In Sheets, Parent Surveys

10 Daddy/Daughter Dance Paula Renfro Increase levels of parent involvement May 1, 2015 Sign In Sheets, Parent Surveys

Staff Training

Changes made No changes made

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Value of Parental Involvement: Developing and Implementing Strategies to Include Parents in the Student Learning Process Noelle Giannuzzi Improving Teacher/Parent Relationships October 2014 Teacher Parent Conference Logs

2 Cultural Sensitivity: Resilience of Urban Learners and Academic Success for All Paula Renfro Improved Teacher/ Student Relationships Ongoing September 2014-May 2015 Analysis of Teacher/ Parent Surveys

3 Communication Sensitivity: Effectively Communicating with Parents and Students to Build Positive Relationships Guidance Improving and Maintaining Positive Relationships with Families Ongoing- September 2014-May 2015 Analysis of Teacher and Parent Surveys

4 Developing Engaging Parent Workshops and Activities to Support Student Learning at Home Paul Struska Parents are more likely to implement activities at home with their students which will increase reading and math proficiency levels Quarterly Analysis of Parent Surveys and Event Sign-In Sheets Other Activities

Changes made No changes made

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].
Response: 1

Parent Kiosk: Parents will have access to the on-line activities such as Parent Grade Portal, Volunteer Applications and Free/Reduced Lunch Application

Person Responsible: Noelle Giannuzzi

Timeline: September 2014-May 2015

Evidence of Effectiveness: Parent Sign In Sheet Located at Kiosk in the Guidance Area

Response 2:

Expand the Parent Resource Center to Include Space in the Guidance Area and the Front Office- The parent resource center in the guidance area is currently equipped with a computer and printer for parents to use. Informational brochures will be added to the area for parents to access. Parental involvement activity notices will be displayed in the front office.

Person Responsible: Volunteer Coordinator

Timeline: September 2014-May 2015

Evidence of Effectiveness: Increase in Parental Involvement Activities as evidenced by Parent Sign-In Sheets

Communication

Changes made No changes made

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and

If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be

made available to the local education agency [Section 1118(c)(5)].

Response: John E. Ford communicates information to parents regularly and in a variety of ways. Parents are informed about Title I programs available at the school during the Annual Title I Meeting and Open House. Each month students receive calendars, newsletters and event flyers which outline events that will be taking place at the school and in the communities where many students reside. The School Messenger automated message system is also used to send messages to parents via phone and email to inform them of upcoming events. Parents are informed about curriculum implementation, academic assessments, end of year expectations and required proficiency levels during Open House, parental involvement activities and parent-teacher conferences. To inform parents about student academic progress elementary progress reports are sent home every 4 weeks and middle school progress reports are sent home every 3 weeks. Parents also have access to Parent Grade Portal 24 hours a day 7 days a week. Information provided will be monitored through sign-in sheets from parental involvement activities and print outs from school messenger in regards to the number of parents who received messages.

Accessibility

Changes made No changes made

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: John E. Ford PK-8 will disseminate information related to school and parent programs, meetings and school reports on the school website, through monthly newsletters sent with students, flyers posted around the school and via School Messenger the automated messenger system. Upon request, written communication will be provided for parents in specified languages. A copy of the any translated information will be placed in the parental involvement audit box for review as needed. Additionally, parents with disabilities will be provided accommodations for parental involvement activities as needed.

Discretionary Activities

Changes made No changes made

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Changes made No changes made

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Math Family Night 1 12 Improve students' achievement on math assessments

2 FCAT Parent Education Night 1 10 Improve students' achievement on state-wide assessments

3 All-Pro Dads: Building Family relationships 2 45 Increased Levels of Reading, Math and Science

4 iMom: Building Family Relationships 1 32 Increased Levels of Reading, Math, and Science Proficiency

5 Title I Programs: Annual Title I Meeting 1 50 Increase parent involvement

Staff Training Summary

Changes made No changes made

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 How to Include Parents: Volunteering 1 125 Improving Teacher/Parent Relationships

2 School and Community Relations: how to further develop positive relationships between community/scho 1 36 Improved Teacher/Stakeholder Relationships

3 How to maintain effective communications with parents 1 105 Improve communication with stakeholders

Barriers

Changes made No changes made

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

1 Parents/Guardians lack communication access Vary the methods of school/parent communications Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

If you have questions contact Paula Seymore at seymorep@duvalschools.org or 904-630-6728, ext: N/A.

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

Shiloh Metropolitan Baptist Church and John E. Ford have been long standing partners. The staff at John E. Ford attends functions at the church and Shiloh provides monetary donations and engages in volunteer service projects. Naval Air Station Cecil Field also provides volunteer service hours. We in turn, send letters and treats to those servicemen overseas.

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
Renfro, Paula	Principal
Ingram, Shana	Assistant Principal
Giannuzzi, Noelle	Dean
Wright, Dishon	Other
Hernandez , Wanda	Instructional Coach
Durham, Stephanie	Instructional Coach
Curran, Elizabeth	Guidance Counselor
Kolczyinski, Grace	Guidance Counselor

Duties

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

The Principal oversees all areas of the SIP. The Assistant Principals are responsible for specific subject areas. The Dean oversees all referrals and safety issues. The Test Coordinator is responsible for data and helping teachers understand the data. The Math Coach oversee math. The Reading Coaches oversees reading and writing. The Guidance Counselors help all students in the areas of academic achievement, personal/social development and career development.

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

Upon reflecting on our monthly meetings and analyzing the data points used throughout the school year, we may better address the types of strategies that will most impact student achievement through gains and further narrow the achievement gaps among student subgroups.

JOHN E. FORD K-8 SCHOOL Title I, Part A Parental Involvement Plan

Include Review and Comments

Select the items you would like to print then click the "Go" button. This will display your data in a printer friendly format. To print go to File->Print in your browser.

Deselect All Assurances/Certification

Plan: Mission Statement

Plan: Involvement of Parents

Plan: Coordination and Integration

Plan: Annual Parent Meeting

Plan: Flexible Parent Meetings

Plan: Building Capacity

Plan: Staff Training

Plan: Other Activities

Plan: Communication

Plan: Accessibility

Plan: Discretionary Activities

Plan: Upload Evidence of Input from Parents

Plan: Upload Parent-School Compact

Plan: Upload Evidence of Parent Involvement in Development of Parent-School Compact

Evaluation: Building Capacity Summary

Evaluation: Staff Training Summary

Evaluation: Barriers

Evaluation: Best Practices (Optional)

I, Paula Renfro, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The John E. Ford K-8 School mission is to unify parents, the school and the community into one seamless entity to help support and provide a quality educational environment that will: inspire all students to acquire and use the knowledge and skills needed to succeed emotionally, socially and intellectually in a global economy and culturally diverse world.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: To ensure that parents are involved with the planning, review and improvement of Title I programs. Parents who serve on parent organizations such as the Parent Teacher Association, School Advisory Council and Parent Volunteers were invited to participate in the review and update of the policy. During this time parents discussed implementation of activities, the parent-school compact and the parental involvement budget. Parent input will be added to the minutes from the meeting. Parents will continue to review programs and activities throughout the school year making suggestions for improvement. Parents are provided at least one week's advance notice of these meetings and agenda topics through the school calendar, the school website, the marquee in front of the school, PTA newsletters and via phone using School Messenger.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status:

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Fee-based Pre-Kindergarten Parents of students enrolled in the tuition based Pre-Kindergarten program are encourage to attend all of the workshops and parent events held at the school. The workshops and parent events are geared towards informing parents of grade level content, standards, curriculum and providing strategies to be implemented at home.

2 Supplemental Educational Services Students earning a Level I or Level 2 on state assessments are encouraged to participate in this program which offers afterschool remediation in reading and math. Parents are invited to attend an informational workshop where they are provided information about the program. They also have an opportunity to meet vendors.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop Agenda, Handouts and/or Presentation Materials Principal September 4-11, 2014 Agendas and Handouts

2 Advertise/Publicize the Event Principal August 25-September 10, 2014 Flyer, School Messenger Report

3 Maintain Documentation (Sign-In Sheets, Agenda) Principal September 4 and 11, 2014 Parent Attendance as evidenced by Sign In Sheets

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: John E. Ford K-8 School will incorporate input and recommendations from parents and staff into the scheduling of the events throughout the school year. Events will be scheduled before school, during the school day and after school in the evening. In addition, several events have been scheduled for Saturday mornings in the communities where many of the students reside. John E. Ford is a magnet school that serves students from all seven zones of the district as well as the students who reside in the neighborhood. Centralized transportation may not be feasible, while zone transportation may be available based on parent responses.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 All Pro Dads: Building Family Relationships-Face to Face Meeting All Pro Dad Chair Increased Levels of Proficiency in Reading, Math and Science Monthly Meetings October 2014-May 2015 Sign In Sheets, Parent Surveys

2 iMom: Building Family Relationships- Face to Face Meetings iMom Chair Increased Levels of Proficiency in Reading, Math and Science Monthly Meetings October 2014-May 2015 Sign In Sheets, Parent Surveys

3 Title I Programs: Annual Title I Meeting Principal Increased Parental Involvement October 25, 2014 Sign In Sheets, Parent Surveys

4 Assessments and Promotional Requirements Face to Face Session Principal, Academic Coaches Increased Promotion Rate at Grades K-8 October 29, 2014 Sign In Sheets, Parent Surveys

5 Community Event: K-2 Promotional Requirements/Common Core Standards-Face to Face Workshop Principal Increased Levels of Reading Proficiency in Grades K-2 November 18, 2014 Sign Sheets, Parent Surveys

6 K-2 Math Common Core Standards Small Group, Teacher Led Activities Math Coach, Classroom Teachers Increased Levels of Math Proficiency at Grades K-2 November 28, 2014 Sign In Sheets, Parent Surveys

7 Community Event: Grades 3-5 Promotional Requirements/ Content Standards Principal, Academic Coach Increased Levels of Proficiency on Reading, Math and Science Florida State Test January 13, 2015 Sign In Sheets, Parent Surveys

8 K-5 Literacy: Building Better Readers and Writers- Face to Face Workshops Academic Coaches, Interventionists, Classroom Teachers Increased Levels of Reading Proficiency School-Wide January 23, 2015 Sign In Sheets, Parent Surveys

9 Florida State Exam for Families Academic Coaches, Classroom Teachers Increased Levels of Reading, Math and Science Proficiency at Grades 3-5 February 6, 2015 Sign In Sheets, Parent Surveys

10 Grades 3-5 Math Content Standards- Small Group Teacher Led Activities Math Coach, Classroom Teachers Proficiency at Grades 3-5 March 6, 2015 Sign In Sheets, Parent Surveys

11 Spanish Spotlight: Workshop Families Supporting Students in Language Immersion Classroom Teachers Increased Levels of Vocabulary in both English and Spanish November 13, 2014 Sign In Sheets, Parent Surveys

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Value of Parental Involvement: Developing and Implementing Strategies to Include Parents in the Student Learning Process Administration Improving Teacher/Parent Relationships September 2014 Teacher Parent Conference Logs

2 Cultural Sensitivity: Resilience of Urban Learners and Academic Success for All Administrators Instructional Leadership Team Improved Teacher/ Student Relationships Ongoing September 2014-May 2015 Analysis of TeParent Surveys

3 Communication Sensitivity: Effectively Communicating with Parents and Students to Build Positive Relationships Administrators and Instructional Leadership Improving and Maintaining Positive Relationships with Families Ongoing- September 2014-May 2015 Analysis of Teacher and Parent Surveys

4 Developing Engaging Parent Workshops and Activities to Support Student Learning at Home Instructional Leadership Team Parents are more likely to implement activities at home with their students which will increase reading and math proficiency levels Quarterly Analysis of Parent Surveys and Event Sign-In Sheets

Review Rubric:

•Content and type of activity including the following: Value following:

•Valuing of parental involvement,

•Communicating and working with parents,

•Implementation and coordination of parental involvement program,

•Building ties between home and school,; and

•Cultural sensitivity;

•Identification of person(s) responsible;

•Correlation to student academic achievement;

•Reasonable and realistic timelines; and

•Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: 1

Parent Kiosk: Parents will have access to the on-line activities such as Parent Grade Portal, Volunteer Applications

Person Responsible: Volunteer Coordinator

Timeline: September 2014-May 2015

Evidence of Effectiveness: Parent Sign In Sheet Located at Kiosk in the Guidance Area

Response 2:

Expand the Parent Resource Center to Include Space in the Guidance Area and the Front Office- The parent resource center in the guidance area is currently equipped with a computer and printer for parents to use. Informational brochures will be added to the area for parents to access. Parental involvement activity notices will be displayed in the front office.

Person Responsible: Volunteer Coordinator

Timeline: September 2014-May 2015

Evidence of Effectiveness: Increase in Parental Involvement Activities as evidenced by Parent Sign-In Sheets

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: John E. Ford communicates information to parents regularly and in a variety of ways.

Parents are informed about Title I programs available at the school during the Annual Title I Meeting and Open House. Each month students receive calendars, newsletters and event flyers which outline events that will be taking place at the school and in the communities where many students reside. The School Messenger automated message system is also used to send messages to parents via phone and email to inform them of upcoming events. Parents are informed about curriculum implementation, academic assessments, end of year expectations and required proficiency levels during Open House, parental involvement activities and parent-teacher conferences. To inform parents about student academic progress elementary progress reports are sent home every 4 weeks and middle school progress reports are sent home every 3 weeks. Parents also have access to Parent Grade Portal 24 hours a day 7 days a week. Information provided will be monitored through sign-in sheets from parental involvement activities and print outs from school messenger in regards to the number of parents who received messages.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and

•Description of how the school will monitor that the information was provided.

Review Status:

Review Comments:

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: John E.Ford PK-8 will disseminate information related to school and parent programs, meetings and school reports on the school website, through monthly newsletters sent with students, flyers posted around the school and via School Messenger the automated messenger system. Upon request, written communication will be provided for parents in specified languages. A copy of the any translated information will be placed in the parental involvement audit box for review as needed. Additionally, parents with disabilities will be provided accommodations for parental involvement activities as needed.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
 - Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Evaluation of the 2013-2014 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2013-2014 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

- | | | | | |
|----|---|---|----|---|
| 1 | All Pro Dads: Building Family Relationships-Face to Face Meeting | 2 | 35 | Increased Levels of Proficiency in Reading, Math and Science |
| 2 | iMom: Building Family Relationships- Face to Face Meetings | 1 | 25 | Increased Levels of Proficiency in Reading, Math and Science |
| 3 | Developing Scientific Thinkers- Small Group, Teacher Led Activities | 1 | 50 | Increased Student Engagement and Proficiency Levels in Science |
| 4 | Title I Programs: Annual Title I Meeting | 1 | 2 | Increased Parental Involvement |
| 5 | Assessments and Promotional Requirements Face to Face Session | 1 | 50 | Increased Promotion Rate at Grades K-8 |
| 6 | Community Event: K-2 Promotional Requirements/Common Core Standards-Face to Face Workshop | 1 | 20 | Increased Levels of Reading Proficiency in Grades K-2 |
| 7 | K-2 Math Common Core Standards Small Group, Teacher Led Activities | 1 | 10 | Increased Levels of Math Proficiency at Grades K-2 |
| 8 | Community Event: Grades 3-5 Promotional Requirements/ Content Standards | 1 | 10 | Increased Levels of Proficiency on Reading, Math and Science FCAT 2.0 |
| 9 | K-5 Literacy: Building Better Readers and Writers- Face to Face Workshops | 1 | 20 | Increased Levels of Reading Proficiency School-Wide |
| 10 | FCAT 2.0 for Families | 1 | 45 | Increased Levels of Reading, Math and Science Proficiency at Grades 3-5 |
| 11 | Grades 3-5 Math Content Standards- Small Group Teacher Led Activities | 1 | 25 | Proficiency at Grades 3-5 |
| 12 | Spanish Spotlight: Workshop Families Supporting Students in Language Immersion | 1 | 25 | Increased Levels of Vocabulary in both English and Spanish |

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2013-2014 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

- | | | | | |
|---|---|---|-----|--|
| 1 | Value Parental Involvement: Developing and Implementing Strategies to Include Parents in the Student Learning Process | 3 | 125 | Improving Teacher/Parent Relationships |
| 2 | Cultural Sensitivity: Resilience of Urban Learners and Academic Success for All | 2 | 35 | Improved Teacher/ Student Relationships |
| 3 | Communication Sensitivity: Effectively Communicating with Parents and Students to Build Positive Relationships | 1 | 145 | Improving and Maintaining Positive Relationships with Families |
| 4 | Developing Engaging Parent Workshops and Activities to Support Student Learning at Home | 2 | 130 | |

Parents are more likely to implement activities at home with their students which will increase reading and math proficiency levels

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Barriers

Describe the barriers that hindered participation by parents during the 2013-2014 school year in parental involvement activities. Include the steps the school will take during the 2013-2014 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome
1 Grandparents unable to travel Contact Liason for elderly care givers

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2013-2014 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

1 Effective Communication Weekly Newsletter and Recordings

2 Professional Development Monthly engagements through organized parent committees

Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:

If you have questions contact Paula Seymore at seymorep@duvalschools.org or 904-630-6728, ext: .

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Paula Renfro	Principal
Darlene Parker	Parent
Melissa Faciane	Parent
Amber Holley	Business/Community
Johnathan Bishop	Parent
Lawrence Barriner	Business/Community
Paul Struska	Teacher
Nina Mixon	Parent
Jen Vihrachoff	Parent

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

After a analysis of school and student data for 2013-2014, SAC Members reviewed last year's school improvement plan. Upon review and analyzing year-end data, SAC assisted in formulating next steps for John E. Ford. One major change was to scale down the number of programs to one - Montessori.

Development of this school improvement plan

The School Improvement Plan was presented to SAC for understanding and input. Members were given the opportunity to provide input and feedback at the first meeting both orally and in writing. SAC members had opportunity to pose questions and get answers from staff related to data, goals, and barriers. Once the plan was updated, SAC had final approval of the plan being implemented for the 2013-2014 school year.

Preparation of the school's annual budget and plan

Present Staff Allocation Model to SAC
 SAC reviews SIP targets
 SAC gives feedback to align staff allocation to impact student achievement

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

\$4,800 was allocated to SAC to fund Montessori programming. For the first time in Ford's history, we are a full scale Montessori school.

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

No

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
Renfro, Paula	Principal
Ingram, Shana	Assistant Principal
Chambers, Michelle	Instructional Coach
Durham, Stephanie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Improving literacy instruction by narrowing the achievement gap through increased student engagement and accountability.

Increasing number of students reading at or above grade level through strategic focused lessons.

Family Literacy Nights

Monthly student rewards for meeting reading goals

Middle school students become reading buddies to middle school students

Annual reading celebration with principal

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

Through formal and informal training sessions, PLC's, and conversations about teaching, teachers get the opportunity to work together. During early release days and common planning, teachers collaborate on effective teaching strategies and content knowledge. Teachers are better prepared to support one another's strengths and accommodate weaknesses when provided time to collaborate. They are organized to ease the strain of staff turnover, both by providing assistance to beginners and veteran teachers.

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

Due to the specialized nature of our Magnet programs, Montessori and Spanish, we seek teachers through out the country with completed training. Teacher retention is a priority for us due to the complex makeup of our school structure. We set aside time for mentoring, as appropriate to the specific needs of teachers. We also provide incentives for those teachers showing growth during the year. Beginning teachers are encouraged and supported in the process of receiving their professional certification by experienced teachers.

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

John E. Ford's teacher mentoring program/plan is intended to enhance retention of new teachers, to supply new teachers with the appropriate support needed, to improve teacher quality and ultimately to improve student achievement. Novice teachers have been paired with qualified mentors (CET trained) who are capable through their experiences and expertise to successfully support them. Our goal is to meet regularly to discuss instructional needs and plan observations and debriefings to maximize mentor support.

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

Teachers utilize fully the instructional materials provided by Duval County Public Schools to teach to the content limits of the Florida Standards for each targeted grade level. Course offerings in core content areas are aligned with our district's master scheduling guidelines. Administration engage in classroom observations, daily to ensure our instructional delivery models and materials are used with fidelity. Direct feedback and a plan of action is given to teachers within 24 hours.

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

Students are given a pre and post assessment for each benchmark taught. The pre-assessment data determines the levels of proficiency for students to plan for small group differentiation within the context of the benchmark. The post-test determines proficiency levels after the benchmark has been taught. For those students not reaching proficiency, a remediation calendar is created. Reteaching and practice are embedded in the class period and targeted homework assignments are used to address deficits.

The structure of increasing the advance levels of students is through targeted learning opportunities that rest in the application and synthesis levels of thinking and learning.

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

Strategy: After School Program

Minutes added to school year: 32,400

Extended Day provides homework support and enrichment activities to increase achievement in the areas of math and reading.

Strategy Rationale

Through the use of targeted instruction by a trained educator, students will have access to high quality teaching and learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ingram, Shana , ingrams@duvalschools.org

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

Students in the program are monitored through school data sources (Performance Matters and Teacher Data) each quarter.

Strategy: Extended School Day

Minutes added to school year: 2,400

Chorus is conducted by the Music teacher once a week for the duration of the year. Students are supported in the area of reading proficiency by the teacher.

Strategy Rationale

Through the use of music theory, the students will receive music lessons that are developed around reading proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ingram, Shana , ingrams@duvalschools.org

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

Music teacher monitors her students data quarterly.

Strategy: Weekend Program

Minutes added to school year: 14,600

Saturday school provides students the opportunity to extend their learning on off school days. Teachers are given the chance to meet with students and increase their learning gains.

Strategy Rationale

Through the use of core academic instruction/lesson plans, from a trained educator, students will have access to high quality teaching and learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Renfro, Paula, renfrop@duvalschools.org

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

Teachers will create their own formative assessments to determine the movement of students and differentiate instruction for Saturday school.

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

Students may enter our school as early as the age of three years and have the opportunity to remain with us through the eighth grade.

In the middle school level, sixth grade students are scheduled for a transition class to help them manage the increased work load, scheduling changes, and emotional impact of maturity.

For our 8th graders (outgoing) we have scheduled a writing class that, in addition to the course work presented to them in ELA, addresses the different genres of writing that will be expected of them in high school. Students also have the opportunity to take part in high school level Spanish courses while enrolled in middle school.

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

Information obtained from the review of student assessment results, attendance records, and behavioral reports are used to advise students on secondary course selections.

John E. Ford uses Career and Education planning, which includes the creation of an Academic Plan that is integrated into 8th grade social studies courses as a means to promote Academic and career planning.

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

This does not apply to John E. Ford Montessori.

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

Not Applicable to our program

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

Does not apply to John E. Ford Montessori.

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.** In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0.
- G2.** In grades 3-8, 63% of economically disadvantaged students will achieve reading mastery on the 2015 Florida State exam.
- G3.** In grades 3-8, 55% (177) of students in the lowest 25% will make gains on the Reading portion of 2015 Florida Reading Assessment.
- G4.** In grades 3-8, 63% of the students will achieve mastery on the Reading portion of the 2015 Florida State Exam.
- G5.** In grades 3-8, 56% of economically disadvantaged students will achieve a score of 3 or higher on the Math portion of the 2015 Florida State Exam.
- G6.** In grades 3-8, 56% (180) of students in the lowest 25% will make gains on the Math portion of the 2015 Florida State Exam.
- G7.** In grades 3-8, 59% of the students will achieve mastery on the Mathematics portion of the 2015 Florida State Exam.

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. In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0. 1a

G042663

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Envision Science Curriculum
- Montessori Shelf Work

Targeted Barriers to Achieving the Goal 3

- Prior knowledge from lack of exposure to quality Science instruction.

Plan to Monitor Progress Toward G1. 8

Curriculum Guide Assessments

Person Responsible

Paula Renfro

Schedule

Quarterly, from 8/27/2014 to 5/29/2015

Evidence of Completion

CGA data and classroom level benchmark data.

G2. In grades 3-8, 63% of economically disadvantaged students will achieve reading mastery on the 2015 Florida State exam. 1a

G042664

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	63.0

Resources Available to Support the Goal 2

- Florida State Assessment Item Specs
- Florida Standards
- Performance Matters Data Base

Targeted Barriers to Achieving the Goal 3

- Students lack background knowledge and may have limited vocabulary.

Plan to Monitor Progress Toward G2. 8

Assessments (district and teacher)

Person Responsible

Shana Ingram

Schedule

Biweekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

student growth

G3. In grades 3-8, 55% (177) of students in the lowest 25% will make gains on the Reading portion of 2015 Florida Reading Assessment. **1a**

 G042665

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0

Resources Available to Support the Goal **2**

- Florida Standards Item Specifications
- Common Core Standards
- Curriculum Guides
- Achieve 3000
- Two Reading Coaches

Targeted Barriers to Achieving the Goal **3**

- Teachers need more support for differentiating instruction.
- Students lack strategies needed to understand complex text independently.

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

Assessments (District and teacher)

Person Responsible

Shana Ingram

Schedule

Biweekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

data analysis

G4. In grades 3-8, 63% of the students will achieve mastery on the Reading portion of the 2015 Florida State Exam. 1a

G042666

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Classroom teachers
- Administrators and school/district based coaches
- DCPS Curriculum Guides
- District Assessments (IOWA, DAR, CGAs)
- Interactive Word Walls
- Novel Studies
- Close Reading Strategies
- FCAT Pro test maker

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how to implement rigorous and differentiated instruction.
- Instructional strategies learning through professional development is not implemented with fidelity in the classroom.
- Students lack background knowledge needed to understand diverse complex text.

Plan to Monitor Progress Toward G4. 8

Curriculum guide assessments and teacher assessments

Person Responsible

Shana Ingram

Schedule

Biweekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Data analysis targeting trends and improvements.

G5. In grades 3-8, 56% of economically disadvantaged students will achieve a score of 3 or higher on the Math portion of the 2015 Florida State Exam. 1a

G042667

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	56.0

Resources Available to Support the Goal 2

- Food Pantry
- YMCA
- Communities in Schools
- Clothing Closet

Targeted Barriers to Achieving the Goal 3

- Attendance

Plan to Monitor Progress Toward G5. 8

Curriculum Guide Assessments

Person Responsible

Shana Ingram

Schedule

Quarterly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Curriculum Guide Assessment scores

G6. In grades 3-8, 56% (180) of students in the lowest 25% will make gains on the Math portion of the 2015 Florida State Exam. 1a

G042668

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	56.0

Resources Available to Support the Goal 2

- Math Coach
- Practice and Reteaching materials for Envision curriculum.
- Reflex Math
- Ready Common Core
- Digits

Targeted Barriers to Achieving the Goal 3

- Lack of Differentiation

Plan to Monitor Progress Toward G6. 8

Curriculum Guide Assessments

Person Responsible

Shana Ingram

Schedule

Quarterly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Curriculum Guide Assessment grades.

G7. In grades 3-8, 59% of the students will achieve mastery on the Mathematics portion of the 2015 Florida State Exam. 1a

G042669

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- i-Ready, Ready Common Core, Envision Mathematics Curriculum, Math Investigations Curriculum, Montessori Math Works

Targeted Barriers to Achieving the Goal 3

- Rigorous, Explicit Instruction
- Teacher Content Knowledge
- Instructional Best Practices

Plan to Monitor Progress Toward G7. 8

Classroom walk through and student data

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Walk through documentation sheets.

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. In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0. **1**

 G042663

G1.B1 Prior knowledge from lack of exposure to quality Science instruction. **2**

 B104179

G1.B1.S1 Incorporate Montessori shelf work and curriculum into daily Science work. **4**

 S115316

Strategy Rationale

Students will engage in hands-on application of science objectives 2-3 times weekly to increase fluency of science standards.

Action Step 1 **5**

Teach teachers how to use Montessori shelf work effectively.

Person Responsible

Paula Renfro

Schedule

Daily, from 8/25/2014 to 6/11/2015

Evidence of Completion

Science shelves that are set up with current work.

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

Classroom walk throughs

Person Responsible

Paula Renfro

Schedule

Daily, from 8/21/2014 to 6/10/2015

Evidence of Completion

Walk through documentation

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

Curriculum Guide Assessments and Teacher-Made assessments.

Person Responsible

Paula Renfro

Schedule

Quarterly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Curriculum Guide Assessment data. Classroom level data from Science assessments.

G2. In grades 3-8, 63% of economically disadvantaged students will achieve reading mastery on the 2015 Florida State exam. **1**

 G042664

G2.B1 Students lack background knowledge and may have limited vocabulary. **2**

 B104180

G2.B1.S1 Expose students to a variety of engaging and rigorous texts. **4**

 S115317

Strategy Rationale

Through the use of rigorous text, the students will receive vocabulary based lessons that will help build vocabulary skills as well as content knowledge.

Action Step 1 **5**

Build a unit of study with teachers

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

student work

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

Classroom observations and walk-throughs

Person Responsible

Shana Ingram

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

debriefing notes, common planning

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

Student work

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

journals with annotations

G3. In grades 3-8, 55% (177) of students in the lowest 25% will make gains on the Reading portion of 2015 Florida Reading Assessment. 1

 G042665

G3.B1 Teachers need more support for differentiating instruction. 2

 B104182

G3.B1.S1 Professional Development on differentiation. 4

 S115318

Strategy Rationale

Teachers must understand how to use both formal and informal data to teach to individual learners.

Action Step 1 5

Plan differentiated lessons with teachers

Person Responsible

Shana Ingram

Schedule

Monthly, from 7/22/2014 to 5/22/2015

Evidence of Completion

lesson plans, teacher reflections, student work

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

Monthly Professional Development calendar

Person Responsible

Paula Renfro

Schedule

Monthly, from 9/1/2014 to 6/10/2015

Evidence of Completion

calendar, agendas, teacher reflections, hand-outs

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

Classroom observations

Person Responsible

Paula Renfro

Schedule

Daily, from 8/25/2014 to 6/10/2015

Evidence of Completion

student work, lesson plans, teacher reflections, debriefing notes

G4. In grades 3-8, 63% of the students will achieve mastery on the Reading portion of the 2015 Florida State Exam. 1

G042666

G4.B1 Lack of understanding of how to implement rigorous and differentiated instruction. 2

B104184

G4.B1.S1 Professional development and classroom modeling of differentiated instruction. 4

S115320

Strategy Rationale

Action Step 1 5

Professional development series on differentiated instruction.

Person Responsible

Paula Renfro

Schedule

Monthly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Small group instruction lesson plans and student work samples.

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

Classroom observations and walk-throughs

Person Responsible

Paula Renfro

Schedule

Daily, from 8/20/2014 to 6/10/2015

Evidence of Completion

Students working in small groups collaboratively, teacher conferences, students engaged in center work (work cycle).

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

Students engaged in work cycle (centers)

Person Responsible

Schedule

Evidence of Completion

work plans, lesson plans, and student reading journals.

G4.B2 Instructional strategies learning through professional development is not implemented with fidelity in the classroom. 2

 B104185

G4.B2.S1 Coaches support teachers with implementation of professional development through the coaching cycle. 4

 S115324

Strategy Rationale

Through use of the coaching cycle, coaches will assist teachers in planning and implementing quality core instructions with fidelity.

Action Step 1 5

Participation in the Coaching Cycle

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Lesson feedback forms, debriefing and next steps with lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Coaching cycle calendar

Person Responsible

Paula Renfro

Schedule

Monthly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Review of monthly calendar and common planning meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student work

Person Responsible

Shana Ingram

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

student journals and portfolios.

G4.B3 Students lack background knowledge needed to understand diverse complex text. 2

 B104186

G4.B3.S1 Build a text set centered around a novel embedding close readings, strategies, and discussions. 4

 S115325

Strategy Rationale

Through practice and instruction, students will implement strategies learned to assist in understanding complex text.

Action Step 1 5

Literature Circles

Person Responsible

Shana Ingram

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Student work in journals/folders, Socratic seminars

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Lesson Study

Person Responsible

Shana Ingram

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Teachers actively participating in preparing lessons during the lesson study.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Documentation, videos, student work

Person Responsible

Shana Ingram

Schedule

Monthly, from 9/1/2014 to 6/10/2015

Evidence of Completion

Debriefing and next steps after lesson study.

G5. In grades 3-8, 56% of economically disadvantaged students will achieve a score of 3 or higher on the Math portion of the 2015 Florida State Exam. 1

 G042667

G5.B1 Attendance 2

 B104187

G5.B1.S1 Monitor attendance issues with Guidance office. 4

 S115327

Strategy Rationale

Action Step 1 5

Review attendance

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Attendance Intervention meetings

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review of attendance issues

Person Responsible

Grace Kolczyinski

Schedule

Weekly, from 9/2/2014 to 6/10/2015

Evidence of Completion

attendance data, discipline data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance Reviews

Person Responsible

Paula Renfro

Schedule

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

Evidence of Completion

attendance data, discipline data, grades (grade portal)

G6. In grades 3-8, 56% (180) of students in the lowest 25% will make gains on the Math portion of the 2015 Florida State Exam. **1**

 G042668

G6.B1 Lack of Differentiation **2**

 B104188

G6.B1.S1 Common planning to support differentiation **4**

 S115328

Strategy Rationale

Through common planning, teachers will create lessons to include differentiation on individual student work plans.

Action Step 1 **5**

Schedule common planning

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

Visit common planning

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Notes from common planning

Person Responsible

Shana Ingram

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

teacher reflection, coaching logs

G7. In grades 3-8, 59% of the students will achieve mastery on the Mathematics portion of the 2015 Florida State Exam. 1

 G042669

G7.B1 Rigorous, Explicit Instruction 2

 B104189

G7.B1.S1 Common planning time to develop effective, engaging lessons with teachers. 4

 S115330

Strategy Rationale

Through common planning, teachers will create rigorous lessons that will provide the opportunity for students to receive a high quality education.

Action Step 1 5

Schedule for common planning time

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/25/2014 to 6/10/2015

Evidence of Completion

Common planning schedule in place, supported by resource schedule.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Visits to common planning lead by coaches

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Logs and/or anecdotal notes that show common planning has taken place.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Common planning visits

Person Responsible

Paula Renfro

Schedule

On 6/10/2015

Evidence of Completion

Logs and/or anecdotal notes by administration/coaches.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G7.B2 Teacher Content Knowledge 2

 B104190

G7.B2.S1 Common planning to review Item Specifications, Standards, and other relevant documents to help teachers understand content and limitations of content in standards. 4

 S115332

Strategy Rationale

Action Step 1 5

Schedule common planning

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Administrative visits to common planning

Person Responsible

Paula Renfro

Schedule

On 6/10/2015

Evidence of Completion

Logs and/or anecdotal notes that show common planning has taken place, teacher reflections

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Classroom walk through

Person Responsible

Paula Renfro

Schedule

Daily, from 8/21/2014 to 6/10/2015

Evidence of Completion

G7.B3 Instructional Best Practices 2

 B104191

G7.B3.S1 Common Planning to talk about current best practices and research-based methods for instruction. 4

 S115333

Strategy Rationale

Action Step 1 5

Weekly common planning opportunities.

Person Responsible

Paula Renfro

Schedule

Weekly, from 8/21/2014 to 6/10/2015

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Coach log reviews, classroom walk through by administration.

Person Responsible

Shana Ingram

Schedule

On 6/10/2015

Evidence of Completion

Administration notes about classroom visits and log reviews.

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Administration involvement

Person Responsible

Paula Renfro

Schedule

On 6/10/2015

Evidence of Completion

Walk through documentation.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teach teachers how to use Montessori shelf work effectively.	Renfro, Paula	8/25/2014	Science shelves that are set up with current work.	6/11/2015 daily
G2.B1.S1.A1	Build a unit of study with teachers	Renfro, Paula	8/25/2014	student work	6/10/2015 weekly
G3.B1.S1.A1	Plan differentiated lessons with teachers	Ingram, Shana	7/22/2014	lesson plans, teacher reflections, student work	5/22/2015 monthly
G4.B1.S1.A1	Professional development series on differentiated instruction.	Renfro, Paula	8/25/2014	Small group instruction lesson plans and student work samples.	6/10/2015 monthly
G4.B2.S1.A1	Participation in the Coaching Cycle	Renfro, Paula	8/25/2014	Lesson feedback forms, debriefing and next steps with lesson plans.	6/10/2015 weekly
G4.B3.S1.A1	Literature Circles	Ingram, Shana	8/25/2014	Student work in journals/folders, Socratic seminars	6/10/2015 weekly
G5.B1.S1.A1	Review attendance	Renfro, Paula	8/25/2014	Attendance Intervention meetings	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	Schedule common planning	Renfro, Paula	8/25/2014		6/10/2015 weekly
G7.B1.S1.A1	Schedule for common planning time	Renfro, Paula	8/25/2014	Common planning schedule in place, supported by resource schedule.	6/10/2015 weekly
G7.B2.S1.A1	Schedule common planning			once	
G7.B3.S1.A1	Weekly common planning opportunities.	Renfro, Paula	8/21/2014	Coaching logs	6/10/2015 weekly
G1.MA1	Curriculum Guide Assessments	Renfro, Paula	8/27/2014	CGA data and classroom level benchmark data.	5/29/2015 quarterly
G1.B1.S1.MA1	Curriculum Guide Assessments and Teacher-Made assessments.	Renfro, Paula	8/25/2014	Curriculum Guide Assessment data. Classroom level data from Science assessments.	6/10/2015 quarterly
G1.B1.S1.MA1	Classroom walk throughs	Renfro, Paula	8/21/2014	Walk through documentation	6/10/2015 daily
G2.MA1	Assessments (district and teacher)	Ingram, Shana	8/21/2014	student growth	6/10/2015 biweekly
G2.B1.S1.MA1	Student work	Renfro, Paula	8/21/2014	journals with annotations	6/10/2015 weekly
G2.B1.S1.MA1	Classroom observations and walk-throughs	Ingram, Shana	8/25/2014	debriefing notes, common planning	6/10/2015 weekly
G3.MA1	Assessments (District and teacher)	Ingram, Shana	8/21/2014	data analysis	6/10/2015 biweekly
G3.B1.S1.MA1	Classroom observations	Renfro, Paula	8/25/2014	student work, lesson plans, teacher reflections, debriefing notes	6/10/2015 daily
G3.B1.S1.MA1	Monthly Professional Development calendar	Renfro, Paula	9/1/2014	calendar, agendas, teacher reflections, hand-outs	6/10/2015 monthly
G4.MA1	Curriculum guide assessments and teacher assessments	Ingram, Shana	8/21/2014	Data analysis targeting trends and improvements.	6/10/2015 biweekly
G4.B1.S1.MA1	Students engaged in work cycle (centers)		work plans, lesson plans, and student reading journals.	once	
G4.B1.S1.MA1	Classroom observations and walk-throughs	Renfro, Paula	8/20/2014	Students working in small groups collaboratively, teacher conferences, students engaged in center work (work cycle).	6/10/2015 daily
G4.B2.S1.MA1	Student work	Ingram, Shana	8/25/2014	student journals and portfolios.	6/10/2015 weekly
G4.B2.S1.MA1	Coaching cycle calendar	Renfro, Paula	8/25/2014	Review of monthly calendar and common planning meetings.	6/10/2015 monthly
G4.B3.S1.MA1	Documentation, videos, student work	Ingram, Shana	9/1/2014	Debriefing and next steps after lesson study.	6/10/2015 monthly
G4.B3.S1.MA1	Lesson Study	Ingram, Shana	8/25/2014	Teachers actively participating in preparing lessons during the lesson study.	6/10/2015 weekly
G5.MA1	Curriculum Guide Assessments	Ingram, Shana	8/21/2014	Curriculum Guide Assessment scores	6/10/2015 quarterly
G5.B1.S1.MA1	Attendance Reviews	Renfro, Paula	10/1/2014	attendance data, discipline data, grades (grade portal)	6/10/2015 weekly
G5.B1.S1.MA1	Review of attendance issues	Kolczyinski, Grace	9/2/2014	attendance data, discipline data	6/10/2015 weekly
G6.MA1	Curriculum Guide Assessments	Ingram, Shana	8/21/2014	Curriculum Guide Assessment grades.	6/10/2015 quarterly
G6.B1.S1.MA1	Notes from common planning	Ingram, Shana	8/25/2014	teacher reflection, coaching logs	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	Visit common planning	Renfro, Paula	8/25/2014	Coaching Logs	6/10/2015 weekly
G7.MA1	Classroom walk through and student data	Renfro, Paula	8/21/2014	Walk through documentation sheets.	6/10/2015 weekly
G7.B1.S1.MA1	Common planning visits	Renfro, Paula	8/25/2014	Logs and/or anecdotal notes by administration/coaches.	6/10/2015 one-time
G7.B1.S1.MA1	Visits to common planning lead by coaches	Renfro, Paula	8/21/2014	Logs and/or anecdotal notes that show common planning has taken place.	6/10/2015 weekly
G7.B2.S1.MA1	Classroom walk through	Renfro, Paula	8/21/2014		6/10/2015 daily
G7.B2.S1.MA1	Administrative visits to common planning	Renfro, Paula	8/25/2014	Logs and/or anecdotal notes that show common planning has taken place, teacher reflections	6/10/2015 one-time
G7.B3.S1.MA1	Administration involvement	Renfro, Paula	8/25/2014	Walk through documentation.	6/10/2015 one-time
G7.B3.S1.MA1	Coach log reviews, classroom walk through by administration.	Ingram, Shana	8/25/2014	Administration notes about classroom visits and log reviews.	6/10/2015 one-time
G7.B1.S2.MA1	[no content entered]			once	
G7.B1.S2.MA1	[no content entered]			once	

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. In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0.

G1.B1 Prior knowledge from lack of exposure to quality Science instruction.

G1.B1.S1 Incorporate Montessori shelf work and curriculum into daily Science work.

PD Opportunity 1

Teach teachers how to use Montessori shelf work effectively.

Facilitator

Stephanie Durham and Administration

Participants

All teachers

Schedule

Daily, from 8/25/2014 to 6/11/2015

G3. In grades 3-8, 55% (177) of students in the lowest 25% will make gains on the Reading portion of 2015 Florida Reading Assessment.

G3.B1 Teachers need more support for differentiating instruction.

G3.B1.S1 Professional Development on differentiation.

PD Opportunity 1

Plan differentiated lessons with teachers

Facilitator

Stephanie Durham

Participants

all teachers

Schedule

Monthly, from 7/22/2014 to 5/22/2015

G4. In grades 3-8, 63% of the students will achieve mastery on the Reading portion of the 2015 Florida State Exam.

G4.B1 Lack of understanding of how to implement rigorous and differentiated instruction.

G4.B1.S1 Professional development and classroom modeling of differentiated instruction.

PD Opportunity 1

Professional development series on differentiated instruction.

Facilitator

Stephanie Durham, Michelle Chambers, and district support specialist.

Participants

Grades 3-8 teachers

Schedule

Monthly, from 8/25/2014 to 6/10/2015

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: In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0.	600
Goal 2: In grades 3-8, 63% of economically disadvantaged students will achieve reading mastery on the 2015 Florida State exam.	10,000
Grand Total	10,600

Goal 1: In grades 3-8, 40% of students will score of 3 or higher on the 2015 Science FCAT 2.0.		
Description	Source	Total
B1.S1.A1 - Consumable supplies for experiments	Title I Part A	600
Total Goal 1		600

Goal 2: In grades 3-8, 63% of economically disadvantaged students will achieve reading mastery on the 2015 Florida State exam.		
Description	Source	Total
B1.S1.A1		10,000
Total Goal 2		10,000