

San Jose Elementary School



2014-15 School Improvement Plan

San Jose Elementary School

5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
68%

Alternative/ESE Center
No

Charter School
No

Minority
78%

School Grades History

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

We will empower students to become life-long learners and responsible citizens.

Provide the school's vision statement

All children can learn. No children will be left behind. No exceptions. No excuses.

School Environment

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

San Jose has had a diverse population for many years and many of our teachers have had years of experience working with our multicultural population. Teachers often collaborate in meeting these needs and building upon strengths. In addition, we have 8 Paraprofessionals that speak the three most prominent languages on our campus. The school builds relationships between teachers and students by holding multiple events for students and their families, along with the PTA, such as monthly movie nights at the school and a fall carnival. Teachers demonstrate caring and respect to all students and communicate with families.

Teachers build relationships with students using the following methods and activities throughout the school year:

- Develop classroom expectations and guidelines for success with students during the first week of school.
- Conduct student interest surveys and design classroom rewards based on student likes and dislikes.
- Faculty and staff participate in lunch bunch activities with students on an on-going basis.
- Some faculty and staff members mentor specific students based on the students' individual needs.
- Attend students' extra-curricular activities that occur outside of school.
- Identify students' strengths in the area of the Arts and develop programs that allow students to perform their talents.
- The Music teacher developed a school chorus program. The teacher stays after school and conducts rehearsals. Also, the teacher books performances at different community venues throughout the year for students to perform.
- School-wide all adults greet students as they enter school every morning.
- Faculty and staff provide constant verbal praise and encouragement to all students on a daily basis.

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

San Jose Elementary's staff is as diverse as the student population. We have Administrators, teachers, para professionals, resource staff, and a multitude of volunteers that speak the many languages of our students. The students, in turn, feel safe and respected because they know that they can be heard and understood.

The outer areas are secured with gates accessible only by key card holders.

Before school:

Crossing guard/Police presence

Teachers monitor hallways

Para professionals/Resource staff posted around campus to ensure safe arrival procedure.

During school:

Teachers/Para professionals monitor students in common areas.

Front office staff greet guests and provide visitor passes

After school:

All staff is hands on during dismissal. The students are monitored to various dismissal zones and stay with students until they are dismissed.-

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

San Jose provides a positive behavioral intervention system which focuses on proactive responses. Every classroom utilizes a positive behavioral system which allows students the opportunities to receive positive feedback from teachers and chances to make decisions. Students are encouraged to think about their choices and determine alternative solutions to their conflicts. Students receive verbal praise, stickers, additional computer time, free time, lunch bunch, and certificates for demonstrating positive behavior in the classroom and on campus. At the start of each school year students participate in a Code of Conduct meeting which focuses on school expectations and district guidelines. During this meeting students are taught school-wide expectations and the code of student conduct is reviewed thoroughly. San Jose has established a foundations team, the team focuses on school-wide positive behavior strategies and establishes guidelines and methods to ensure systems are in place. All students are taught San Jose's Guidelines and refer to the guidelines on a daily basis. Professional development is scheduled bi-weekly to train and share effective resources.

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

School staff are trained on the social-emotional needs of all students within our age group and warning signs to look for. School staff is available to assist students in multiple languages. The school counselor is available to provide counseling along with additional referrals, as needed. Support staff includes vocational education teachers and speech therapist. Lutheran Social Services assists with our refugee families.

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

There are 96 students that scored a level 1 on the state Reading Assessment in 2013-14: 40 - 5th graders, 47 - 4th graders, and 9 - retained 3rd graders. There are 107 students that scored a level 1 on the state Math Assessment in 2013-2014: 46- 5th graders, 58-4th graders, and 3 retained 3rd graders. That's 24% (96 out of 396) of our total enrollment in 3rd, 4th & 5th in Reading and 27% (107 out of 396) in Math.

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	9	47	40	96

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

Indicator	Grade Level	Total
	3	
Students exhibiting two or more indicators	9	9

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

Students that are level 1's on state assessment receive multiple interventions to provide safety nets to support their learning deficits. Small group instruction occurs daily in the classroom, in addition to Reading and Math interventionists that pulls groups to scaffold their learning. Part-time tutors will also work exclusively with these students to provide support. Mentors will be assigned to those exhibiting two or more warning indicators (3rd grade repeaters). Data chats will be conducted with these students with classroom teachers and administrators more frequently to guide their journey of improvement. ESOL paraprofessionals will push-in support for our ELL students that are also level 1's on state assessment.

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?

Yes

PIP Link

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

Description

PIP submitted to the FLDOE.

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

San Jose develops relationships with local businesses and churches by meeting with the leaders of those businesses and presenting them with a needs assessment of the parents and students within our community. We communicate with the organizations and invite them to become stakeholders at San Jose. Local businesses are invited to our school advisory council meetings and school events. School data is shared with local organizations and business partners during the SAC meetings. The PTA board

constantly meets with area businesses and organizations as well. Presently, San Jose has a partnership with Lutheran Services. The parent/student advocate has an office on campus and is available to parents and students five days a week. Citi has developed a relationship with our Dual Language Magnet. Citi provides a vast number of resources and volunteers to our students of the magnet program. San Jose Baptist Church provides volunteers to read to students as well as donates school supplies and other materials for students. A parent resource room is also available on campus for all parents. There are various resources in the parent resource room to assist parents with academic support for their students at home.

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
Smith, Paula	Principal
Post, Jennifer	Assistant Principal
Shubert, Sanethette	Assistant Principal
Curry, Tamisha	Instructional Coach
Keshi, Christina	Instructional Coach
Sproch-Boyd, Tammy	Teacher, K-12
Hartsfield, Tamara	Other

Duties

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

The San Jose Elementary School Leadership Team is composed of Teacher Leaders who facilitate PLC teams. They will lead the faculty in a review of the data and, with input from all staff, develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP will then be presented to the School Advisory Council (SAC) for review and recommendation. The Leadership team will then finalize the plan. Our school improvement plan becomes the guiding document for the work of the school and the leadership team regularly revises and updates the plan as the needs of the students change throughout the year. The plan has a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

Paula Smith oversees all aspects of the leadership team and monitors full implementation of all curriculum areas. In addition, Mrs. Smith leads extended hour of school focused on Reading.

Jennifer Post and Tamisha Curry lead ELA

Sanethette Shubert and Christina Keshi lead Math/Science

Tamara Hartsfield and Adrienne Lodico lead RTI

The Leadership Team tiers teacher based on needs of instructional support and develops professional development sessions based on the needs on the teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team is composed of facilitators from San Jose's Professional Learning Communities (PLC). These Professional Learning Communities and grade level teams carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention), Tier III referrals are made to the MTSS:

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

Title I- Part A Services are provided to ensure students requiring additional remediation receive assistance through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II-District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III- Services are provided through the district for education materials and ELL district services to improve the education of immigrant and English Language Learners.

Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- SAI funds will be used to provide before/after school tutoring, as well as, Saturday School. These programs are implemented to provide extended learning opportunities for our third through fifth grade students.

Violence Prevention Programs- The school offers non-violence and anti-drug program for students that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs- Universal Breakfast, Lunch, AND Snack Pk-5th provided for all students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bambi Bailey	Parent
Paula Smith	Principal
Israel Stallings	Business/Community
Deirdre Kyle	Business/Community
Tiffanie Graham	Parent
Jennifer Eavenson	Teacher
Sandra Posada	Parent
Lora Sulema	Education Support Employee
Cing Hau Lam	Parent
Alina Gonzalez	Education Support Employee

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

Instructional Leadership team reviewed prior plan and discussed next steps for each academic areas based on summative data.

Development of this school improvement plan

SAC assisted in the development of the SIP by helping the school identify priority goals based upon the 2013-2014 state assessment data for San Jose Elementary.

Preparation of the school's annual budget and plan

District budget guidelines are provided to adjust based on in Spring and Fall FTE enrollment to allocate for number of teachers and staff.

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

Project: Curriculum items to support reading, math, & science instruction - \$4,000
 Project: Implementation of online curriculum to support reading and math - \$6,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Curry, Tamisha	Instructional Coach
Hartsfield, Tamara	Teacher, K-12
Howell, Penelope	Teacher, K-12
MORGAN, LYNDA	Teacher, K-12
LOGAN, Milissa	Teacher, K-12
REEDER, SANDRA	Teacher, K-12
JENKINS, ANTOINETTE	Teacher, K-12
NELSON, KIMBERLY	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on 3 major initiatives for the 2014-2015 school year. 1.) Raising identified "bubble students" (students nearing a level three on the developmental scale score) to proficiency through differentiated instruction. 2.) Maintain gains within the bottom quartile. 3.) Increasing utilization and understanding of academic vocabulary across the trajectory.

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

San Jose designed a resource schedule that allows for classroom teachers to have a forty-minute planning period daily. This schedule was developed to ensure that teachers on the same grade levels are off at the same time to allow for common planning time. Intermediate teachers are off with other content specific area teachers to plan vertically. Instructional leaders surveyed the needs of the teachers and developed specific profession development opportunities for the teachers. At the start of the school year each grade level developed specific dates and times to meet and established team norms. At each meeting minutes are recorded and submitted to the assigned assistant principal for review. Assistant principals participate in grade level meetings bi-weekly. Team norms are reviewed at the beginning of each session or meeting and all teachers are encouraged to actively participate in common learning time sessions.

To build and maintain relationships between teachers job embedded professional development structures are used. Grade level and content area teachers have common planning time to plan together. Common Learning Time on every Tuesday and Thursday is utilized to build an adult learning culture with scaffolded supports.

A school-wide positive pandas paws system is used to recognize and celebrate teachers and staff for their hard work and dedication to student academic success. Positive comments are written on a paw and read aloud on morning show and/or faculty meetings. A positive panda board is used to display the paws for all faculty, staff, students, and parents to see.

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

The school leadership team will review resumes of perspective candidates. All candidates will be interviewed and observed teaching by the school's leadership team. If the candidate passes the interview and observation process the team will then conduct a thorough check of their prior work history and contact references.

Once hired, the new hire will be paired with a mentor teacher. Mentor teachers will be assigned to both

novice and veteran teachers. All novice teachers will participate in the MINT program as required by the district and state.

All faculty new to San Jose will meet with administration quarterly to assess and respond to the unique needs of personnel and establish a culture of learning norms at San Jose.

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

The mentoring program will follow the Duval County MINT program guidelines. Mentors will regularly meet with their mentees informally and formally to discuss school and district directives, teaching strategies, classroom management and lesson planning. Mentors and mentees are partnered according to the qualifications of the mentor and the needs of the mentee. Mentors are selected based on their ratings of effective and highly effective status. Mentors are previously identified as teacher-leaders and afforded opportunities to lead specific professional development sessions to novice teachers. MINT participants are required to complete 2-4 observations, including pre and post conferences with their mentor or administrator, Principal's initial screening observation cycle (formal CAST), novice teacher focus observations, Individual Professional Development Plan, CHAMPS and Ethics classes and the Principal's final Summative Observation Cycle (CAST). Mentors and MINT participants will meet formally each month as a group or individually to plan observations and portfolio requirements.

Mentor: Sandra Reeder

4th Grade ELA

32 years

Literacy Team

Foundations/RTI Team

Shared Decision/School Improvement Team

MINT Participant: Gabriel Fadia

4th Grade ELA

Pairing: Both are 4th grade ELA teachers. Mentor's years of experience.

Mentor: Brittany White

3rd Grade

8 years

Community/Parental Involvement Team

Technology/Data Team

Mentee: Keisha Rodriguez

3d Grade ELA

Pairing: Both are 3rd grade teachers and mentor's availability.

Mentor:Penny Howell

Kindergarten

25 years

Grade Level Chair

Literacy Team

Mentor for new teachers

CPR Certified

Mentee: Leah Teuschel

Kindergarten

Pairing: Both teachers are Kindergarten teachers

Mentor:Luisa Reis

Kindergarten - Dual Language

13 years

Math Team

Mentee:Veronica Barrera

1st grade Dual Language

Pairing: Mentor's experience. Both teachers are primary dual language teachers.

Mentor: Adrienne Lodico
1st grade
9 years
Science Team
Shared Decision/School Improvement Team
Mentee: Becky Geogehagan
1st Grade
Pairing: Both teachers are 1st grade teachers. Mentor possesses leadership qualities.

Mentor: Jennifer Eavenson
3rd Grade Inclusion
11 years
Grade level Chair
Math Team
Shared Decision/School Improvement Team
Mentee: Monste Garcia
3rd Grade Dual Language
Pairing: Both teachers are 3rd grade teachers. Mentor's leadership abilities.

Mentor: Elizabeth Herrmann
Kindergarten Dual Language
13 years
Math Team
Mentee: Manuela Rodriguez-Morales
Kindergarten Dual Language
Pairing: Both teachers are Kindergarten Dual Language teachers

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers utilize the provided District approved Curriculum Guide and materials which are aligned to Florida's standards. Training is also provided on the state's Item Specification for intermediate teachers for both English/Language Arts and Math. Administration and Instructional coaches collaborate and support teachers through weekly Common Learning Time and individually, in using the guide and materials to maximize instructional learning and time.

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

Grade level teams along with Leadership/Instructional Coaches disaggregate the data: by subject, by grade level and by teachers. Data chats are conducted and students are tiered in three groups: Meeting the standard, below the standard, & above the standard. Teachers then modify instruction to address each tier's needs. Instruction is modified and supplemented to assist students having difficulty attaining proficient level. Language objectives and instruction are implemented daily. Teachers continue to monitor and redirect students' understanding daily. Teachers conduct Small group – explicit instruction three times per week. All students participate in the extended Literacy hour. Math and Reading Interventionists

push in to conduct small group instruction to Bottom Quartile students. Additional resources include Achieve 3000, i-Ready, Write to Learn & P-SELL.

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

Strategy: Extended School Day

Minutes added to school year: 33,300

San Jose Elementary will dismiss students an hour after regular dismissal time for our Extended Learning Hour. This hour will focus exclusively on Reading. Students will be differentiated into groups by: below level, on level, above level. Students will be on a 3-way rotation: teacher-led group, technology, and skills. Students will also be grouped by grade levels. Each class will group students based on FCAT, I-Ready, and CGA data. ESOL students are grouped in sheltered classes.

Strategy Rationale

San Jose Elementary was identified as one of the lowest 300 elementary schools in the state based on reading. Our reading proficiency was 39%. The curriculum and materials selected for the extended learning hour are aligned to the Florida Standards and materials allow for differentiation among all groups based on student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Paula, smithp10@duvalschools.org

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

Progress monitoring will be ongoing via teacher created assessments and district and state assessments. Data will be collected and compared to determine improvement/progress of participating students. Final state assessment data will be compared to student data during the summer and overall impact on achievement determined.

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

At San Jose Elementary School we service one Prekindergarten class and eight Kindergarten classrooms: basic, inclusion, ESOL and Dual Language. Students are assessed upon entering Prekindergarten and Kindergarten within the first 30 days in order to determine individual needs. All students are assessed by the Florida Kindergarten Readiness Screener (FLKRS) in areas of reading, mathematics, scientific inquiry, social studies, physical fitness including movement and music, fine motor skills and visual art. Differentiated Instruction is based on results. The Kindergarten grade level conducts informal assessments in both Reading and Math which include teacher-made checklists, learning style and student interest inventories, and language and parent surveys. Assessment tools include Sulzby's Emergent Reading Observation Instrument, the emergent writing continuum, and

FAIR. Pre-kindergarten classes visit San Jose to observe Kindergarten classrooms and our Prekindergarten classroom coordinates transition activities with our kindergarten classrooms. During regular Magnet Orientation days, parents with pre-school aged children tour Kindergarten classrooms.

In addition, fifth grade students will visit their middle school in the Spring for an orientation and tour. These multiple visits are based on school feeder patterns and are organized through the school counselor.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Science proficiency from 30% in 2013-2014 to 41% in 2014-2015 on the FCAT Science 2.0 Assessment.
- G2.** Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment.
- G3.** Increase Math proficiency in grades 3-5 from 49% in 2013-2014 to 59% in 2014-2015 on the Florida State Assessment.

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. Increase Science proficiency from 30% in 2013-2014 to 41% in 2014-2015 on the FCAT Science 2.0 Assessment. 1a

G044604

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- Science Lab
- District Science Specialist
- P-Sell
- Curriculum Guide
- Performance Matters

Targeted Barriers to Achieving the Goal 3

- Rigorous science instruction does not occur consistently in grades K-5 and is not strongly aligned to grade level standards.
- Inconsistent understanding and/or application of standards, curriculum, and structure of the Science block.

Plan to Monitor Progress Toward G1. 8

Science CGA data and student interactive journals will be reviewed to determine student progression of mastery towards the goal.

Person Responsible

Paula Smith

Schedule

Monthly, from 10/24/2014 to 6/1/2015

Evidence of Completion

Observation log, documentation from data chats; item analysis of assessments; progress monitor; evidence in student interactive journals. Results from Science CGA's in 3rd-5th grades.

G2. Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment. 1a

G044256

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Resources Available to Support the Goal 2

- Literacy Leadership Team
- Instructional Coaches
- Leveled Literacy Interventions (classroom-based)
- Literacy Committee
- District Specialists
- Common Learning / Planning Time
- I-Ready Reading
- Extended Reading Hour
- Reading Interventionists
- DAR - TTS strategies
- Performance Matters
- Curriculum Guides and Language Arts Florida Standards
- Barton Reading and Spelling
- Achieve 3000
- Write to Learn

Targeted Barriers to Achieving the Goal 3

- Student assignments are not rigorous or strongly aligned to grade level standards.
- Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards.
- Ineffective use of assessment data to determine instructional needs of students.
- Inconsistent understanding and/or application of standards, curriculum, and structure of the reading block.
- Over 50% of students are not reading at or above grade level standards.

Plan to Monitor Progress Toward G2. 8

Analyze student CGA ELA, Math, and Science Data, I-Ready Reading and Math Diagnostics and usage, DAR, and all documentation of small group interventions.

Person Responsible

Paula Smith

Schedule

Weekly, from 9/19/2014 to 6/1/2015

Evidence of Completion

Item Analysis of Test Results; Analysis of quarterly district assessments; Data Notebooks; Feedback during administrative data chats; Grade level /departmental agendas and minutes; Results from Reading CGA's in grades K-5th, I-Ready Reading diagnostics and reports of lessons completed along with student DAR and Barton assessment data will be used to determine if the progression towards the Reading goal and targets are being made. To review student progression towards mastery of the standards, we will look specifically at student data on CGA's to reflect 66% or above.

G3. Increase Math proficiency in grades 3-5 from 49% in 2013-2014 to 59% in 2014-2015 on the Florida State Assessment. 1a

G044258

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- Instructional Specialists
- District Instructional Specialists
- Mathematics Leadership Team
- Math Interventionist
- I-Ready Math
- Math Gizmos
- Math Manipulatives

Targeted Barriers to Achieving the Goal 3

- Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards.
- Ineffective use of assessment data to determine instructional needs of students.
- Inconsistent understanding and/or application of standards, curriculum, and structure of the math block.
- Student assignments are not rigorous or strongly aligned to grade level standards.

Plan to Monitor Progress Toward G3. 8

Rigorous instruction and alignment to grade level standards.

Person Responsible

Paula Smith

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Alignment of student work with lesson plans and assessments. Informal and formal assessment data; evidence in student interactive journals; progress monitoring; item analysis of assessments. Results from Math CGA's in grades K-5th, I-Ready Math diagnostics and reports of lessons completed will be used to determine if the progression towards Math goal and targets are being made. We are looking specifically at student data on CGA's to reflect 66% mastery.

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. Increase Science proficiency from 30% in 2013-2014 to 41% in 2014-2015 on the FCAT Science 2.0 Assessment. **1**

 G044604

G1.B1 Rigorous science instruction does not occur consistently in grades K-5 and is not strongly aligned to grade level standards. **2**

 B109721

G1.B1.S1 Provide professional development on student work protocol to increase rigor and alignment to grade level standards. **4**

 S121242

Strategy Rationale

In using this strategy teachers will learn and practice how to develop rigorous performance tasks that are aligned to standards. Professional development will be offered by grade level to address specific grade level standards.

Action Step 1 **5**

Rigorous Instruction and Lesson Alignment

Person Responsible

Christina Keshi

Schedule

Biweekly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, student work, interactive journals, meeting agendas, PD schedule

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

Professional development on student work protocol, modeling of lessons and strategies, and classroom walk-throughs.

Person Responsible

Christina Keshi

Schedule

On 5/29/2015

Evidence of Completion

Classroom visit logs, PD meeting agendas, lesson plans

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

Assistant principal will support professional development on student work protocol, modeling of lessons and strategies, and conduct classroom observations.

Person Responsible

Sanethette Shubert

Schedule

Biweekly, from 10/1/2014 to 5/29/2015


Evidence of Completion

Meeting agenda, observation log and feedback

G1.B2 Inconsistent understanding and/or application of standards, curriculum, and structure of the Science block. 2

 B109722

G1.B2.S1 Providing time to visit model classrooms and collaborate with peers on the process of instructional delivery. 4

 S121243

Strategy Rationale

Teachers will see the implementation and be able to discuss the expectations of how to effectively deliver Science instruction.

Action Step 1 5

Instructional Delivery

Person Responsible

Christina Keshi

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Anecdotal notes from classroom visits, PD meeting agendas

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

Model classrooms will be visited and collaborative discussions will be held.

Person Responsible

Christina Keshi

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Anecdotal notes from classroom visits, schedule and meeting agendas

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

Assistant principal will conduct classroom observations with a focus on Science instruction.

Person Responsible

Sanethette Shubert


Schedule

Biweekly, from 9/29/2014 to 6/1/2015


Evidence of Completion

Observation logs and feedback


G2. Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment. 1

 G044256

G2.B1 Student assignments are not rigorous or strongly aligned to grade level standards. 2

 B108747

G2.B1.S1 Provide professional development on student work protocol to increase rigor and alignment to grade level standards. 4

 S120931

Strategy Rationale

In using this strategy teachers will learn and practice how to develop rigorous performance tasks that are aligned to standards. Professional development will be offered by grade level to address specific grade level standards.

Action Step 1 5

Student Work Protocol

Person Responsible

Tamisha Curry

Schedule

Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Interactive Journals, Student Work

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

Common learning sessions conducted by school-based coach and district specialist. School-based coach will provide modeling and assistance to all teachers K-5 on how to use the student work protocol.

Person Responsible

Jennifer Post

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Student work, lesson plans, assessments, interactive journals, meeting agendas and logs.

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

Classroom observations by assistant principal, grade level collaboration during common planning time.

Person Responsible

Jennifer Post

Schedule

Every 2 Months, from 10/1/2014 to 5/29/2015


Evidence of Completion

Observation logs and feedback, lesson plans, and student work.

G2.B2 Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards. **2**

 B108748

G2.B2.S1 Professional development to help teachers identify domain specific language to increase student vocabulary knowledge. **4**

 S120189

Strategy Rationale

Students lack understanding of essential language needed to master grade level Reading standards.

Action Step 1 **5**

Professional Development with instructional leadership team and support specialists focused on tiered vocabulary based on the item specifications.

Person Responsible

Tamisha Curry

Schedule

Evidence of Completion

Lesson plans, student work, meeting agendas and logs.

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

Planning PD with instructional coaches, gathering evidence from PD or observing portions of PD

Person Responsible

Jennifer Post

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Agendas, staff surveys, formal and informal feedback

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

Conduct classroom observations and provide feedback and next steps.

Person Responsible

Jennifer Post


Schedule

Monthly, from 10/6/2014 to 5/29/2015


Evidence of Completion

Observation feedback and logs.

G2.B3 Ineffective use of assessment data to determine instructional needs of students. 2

 B108749

G2.B3.S1 Disaggregation of formative data to plan for small group instruction. 4

 S120190

Strategy Rationale

Intervention of student learning deficits by providing differentiated instruction.

Action Step 1 5

Data Disaggregation and Planning for Small Group Instruction

Person Responsible

Tamisha Curry

Schedule

Biweekly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Consistent use of common standards-based assessments

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

Disaggregation of Data and Small Group Instruction

Person Responsible

Jennifer Post

Schedule

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

Evidence of Completion

Agendas, meeting feedback, Data Chats

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

Monitor and review teacher collection of data and documentation of small groups.

Person Responsible

Jennifer Post


Schedule

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


Evidence of Completion

Data chats, classroom observation feedback

G2.B4 Inconsistent understanding and/or application of standards, curriculum, and structure of the reading block. 2

 B108750

G2.B4.S1 Providing time to visit model classrooms and collaborate with peers on the process of instructional delivery. 4

 S120191

Strategy Rationale

Teachers will see the implementation and be able to discuss the expectations of how to effectively deliver Reading instruction.

Action Step 1 5

Instructional Delivery

Person Responsible

Tamisha Curry

Schedule

Every 2 Months, from 10/1/2014 to 4/30/2015

Evidence of Completion

Calendar and Observation Tool

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

Monitoring of classroom instructional delivery visits.

Person Responsible

Tamisha Curry

Schedule

Every 2 Months, from 10/1/2014 to 4/30/2015

Evidence of Completion

Meeting agendas, formal and informal feedback

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

Student Work Protocol

Person Responsible

Jennifer Post


Schedule

Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Lesson plans and student work

G2.B5 Over 50% of students are not reading at or above grade level standards. 2

 B109749

G2.B5.S1 Part-time tutors will provide small group interventions in the area of Reading. 4

 S121247

Strategy Rationale

Part-time tutors will work with third grade students in the classroom that are reading below grade level standards.

Action Step 1 5

Part-time tutors for Reading.

Person Responsible

Paula Smith

Schedule

Weekly, from 11/3/2014 to 4/10/2015

Evidence of Completion

Logs from tutors, progress monitoring data from I-Ready Reading and Reading CGA's.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Bi-weekly meetings with tutors, analyze student groups to determine needs of students and new groupings.

Person Responsible

Paula Smith

Schedule

Biweekly, from 11/17/2014 to 4/6/2015

Evidence of Completion

Small group documentation and progress monitoring data from Reading CGA's and I-Ready Reading.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Principal will conduct classroom visits to observe part-time tutors teaching small groups of students.

Person Responsible

Paula Smith

Schedule

Weekly, from 11/10/2014 to 4/10/2015


Evidence of Completion

Small group instruction logs and progress monitoring data from Reading CGA's and I-Ready Reading.


G3. Increase Math proficiency in grades 3-5 from 49% in 2013-2014 to 59% in 2014-2015 on the Florida State Assessment. **1**

 G044258

G3.B1 Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards. **2**

 B108754

G3.B1.S1 Guide teachers in developing and implementing print rich classrooms with visual aids. **4**

 S120197

Strategy Rationale

Students lack understanding of essential language needed to master grade level Math standards.

Action Step 1 **5**

Print Rich Classrooms

Person Responsible

Christina Keshi

Schedule

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

Evidence of Completion

Classroom walk-throughs

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

District instructional specialist will conduct classroom walk-throughs along with school-based Math instructional specialist.

Person Responsible

Christina Keshi

Schedule

Biweekly, from 10/3/2014 to 6/1/2015

Evidence of Completion

Word walls, strategy charts on current content, checklist on "look fors"

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

Assistant principals will conduct classroom observations.

Person Responsible

Jennifer Post


Schedule

Biweekly, from 10/3/2014 to 6/1/2015


Evidence of Completion

Observations logs and feedback

G3.B2 Ineffective use of assessment data to determine instructional needs of students. 2

 B108755

G3.B2.S1 Disaggregation of formative data to plan for small group instruction. 4

 S120199

Strategy Rationale

Intervention of student learning deficits by providing differentiated instruction.

Action Step 1 5

Data and Instruction

Person Responsible

Christina Keshi

Schedule

Biweekly, from 10/15/2014 to 6/1/2015

Evidence of Completion

Data Analysis of informal and formal Assessments, Use of Math Manipulatives within the instructional framework and differentiated groups.

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

Math coach will plan with teachers and develop specific tiered groups.

Person Responsible

Christina Keshi

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans and small group documentation.

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

Assistant principal will conduct classroom observations and provide feedback to teachers.

Person Responsible

Sanethette Shubert

Schedule

Biweekly, from 10/6/2014 to 5/29/2015


Evidence of Completion

Observation logs and feedback

G3.B3 Inconsistent understanding and/or application of standards, curriculum, and structure of the math block. 2

 B108756

G3.B3.S1 Providing time to visit model classrooms and collaborate with peers on the process of instructional delivery. 4

 S120200

Strategy Rationale

Teachers will see the implementation and be able to discuss the expectations of how to effectively deliver Math instruction.

Action Step 1 5

Instructional Delivery

Person Responsible

Christina Keshi

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Logs, Schedule of PD sessions, student work, anecdotal notes from classrooms visits

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

Provide assistance in the form of professional development and modeling. Collaborate, plan, and develop next steps.

Person Responsible

Christina Keshi

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Logs from classroom visits, anecdotal notes, meeting agendas.

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

Collaborate, review current practices, and conduct classroom observations.

Person Responsible

Sanethette Shubert


Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Observation logs and feedback.

G3.B4 Student assignments are not rigorous or strongly aligned to grade level standards. 2

 B109519

G3.B4.S1 Provide professional development on student work protocol to increase rigor and alignment to grade level standards. 4

 S121088

Strategy Rationale

In using this strategy teachers will learn and practice how to develop rigorous performance tasks that are aligned to standards. Professional development will be offered by grade level to address specific grade level standards.

Action Step 1 5

Student work protocol and aligning assignments to grade level standards.

Person Responsible

Christina Keshi

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, logs, anecdotal notes, lesson plans, student work.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

The Math coach will conduct professional development sessions and model using the student work protocol with teachers.

Person Responsible

Christina Keshi

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, student work, lesson plans, logs from classroom visits

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Assistant principals will participate in professional development sessions and conduct classroom observations for evidence of rigorous instruction and alignment to grade level instruction.

Person Responsible

Sanethette Shubert

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, observation logs and feedback

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Professional Development with instructional leadership team and support specialists focused on tiered vocabulary based on the item specifications.	Curry, Tamisha	9/17/2014	Lesson plans, student work, meeting agendas and logs.	monthly
G2.B3.S1.A1	Data Disaggregation and Planning for Small Group Instruction	Curry, Tamisha	9/22/2014	Consistent use of common standards-based assessments	6/1/2015 biweekly
G2.B4.S1.A1	Instructional Delivery	Curry, Tamisha	10/1/2014	Calendar and Observation Tool	4/30/2015 every-2-months
G3.B1.S1.A1	Print Rich Classrooms	Keshi, Christina	9/1/2014	Classroom walk-throughs	6/1/2015 weekly
G3.B2.S1.A1	Data and Instruction	Keshi, Christina	10/15/2014	Data Analysis of informal and formal Assessments, Use of Math	6/1/2015 biweekly

Duval - 0831 - San Jose Elementary School - 2014-15 SIP
San Jose Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Manipulatives within the instructional framework and differentiated groups.	
G3.B3.S1.A1	Instructional Delivery	Keshi, Christina	9/15/2014	Logs, Schedule of PD sessions, student work, anecdotal notes from classrooms visits	5/29/2015 weekly
G2.B1.S1.A1	Student Work Protocol	Curry, Tamisha	9/9/2014	Lesson Plans, Interactive Journals, Student Work	5/29/2015 monthly
G3.B4.S1.A1	Student work protocol and aligning assignments to grade level standards.	Keshi, Christina	9/9/2014	Meeting agendas, logs, anecdotal notes, lesson plans, student work.	5/29/2015 biweekly
G1.B1.S1.A1	Rigorous Instruction and Lesson Alignment	Keshi, Christina	9/22/2014	Lesson Plans, student work, interactive journals, meeting agendas, PD schedule	5/22/2015 biweekly
G1.B2.S1.A1	Instructional Delivery	Keshi, Christina	9/22/2014	Anecdotal notes from classroom visits, PD meeting agendas	5/29/2015 weekly
G2.B5.S1.A1	Part-time tutors for Reading.	Smith, Paula	11/3/2014	Logs from tutors, progress monitoring data from I-Ready Reading and Reading CGA's.	4/10/2015 weekly
G1.MA1	Science CGA data and student interactive journals will be reviewed to determine student progression of mastery towards the goal.	Smith, Paula	10/24/2014	Observation log, documentation from data chats; item analysis of assessments; progress monitor; evidence in student interactive journals. Results from Science CGA's in 3rd-5th grades.	6/1/2015 monthly
G1.B1.S1.MA1	Assistant principal will support professional development on student work protocol, modeling of lessons and strategies, and conduct classroom observations.	Shubert, Sanethette	10/1/2014	Meeting agenda, observation log and feedback	5/29/2015 biweekly
G1.B1.S1.MA1	Professional development on student work protocol, modeling of lessons and strategies, and classroom walk-throughs.	Keshi, Christina	10/1/2014	Classroom visit logs, PD meeting agendas, lesson plans	5/29/2015 one-time
G1.B2.S1.MA1	Assistant principal will conduct classroom observations with a focus on Science instruction.	Shubert, Sanethette	9/29/2014	Observation logs and feedback	6/1/2015 biweekly
G1.B2.S1.MA1	Model classrooms will be visited and collaborative discussions will be held.	Keshi, Christina	9/22/2014	Anecdotal notes from classroom visits, schedule and meeting agendas	5/29/2015 biweekly
G2.MA1	Analyze student CGA ELA, Math, and Science Data, I-Ready Reading and Math Diagnostics and usage, DAR, and all documentation of small group interventions.	Smith, Paula	9/19/2014	Item Analysis of Test Results; Analysis of quarterly district assessments; Data Notebooks; Feedback during administrative data chats; Grade level /departmental agendas and minutes; Results from Reading CGA's in grades K-5th, I-Ready Reading diagnostics and reports of lessons completed along with student DAR and Barton assessment data will be used to determine if the progression towards the Reading goal and targets are being made. To review student progression towards mastery of the standards, we will look specifically at student data on CGA's to reflect 66% or above.	6/1/2015 weekly
G2.B2.S1.MA1	Conduct classroom observations and provide feedback and next steps.	Post, Jennifer	10/6/2014	Observation feedback and logs.	5/29/2015 monthly
G2.B2.S1.MA1	Planning PD with instructional coaches, gathering evidence from PD or observing portions of PD	Post, Jennifer	10/1/2014	Agendas, staff surveys, formal and informal feedback	4/30/2015 monthly
G2.B3.S1.MA1	Monitor and review teacher collection of data and documentation of small groups.	Post, Jennifer	10/1/2014	Data chats, classroom observation feedback	6/1/2015 biweekly

Duval - 0831 - San Jose Elementary School - 2014-15 SIP
San Jose Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Disaggregation of Data and Small Group Instruction	Post, Jennifer	10/1/2014	Agendas, meeting feedback, Data Chats	6/1/2015 monthly
G2.B4.S1.MA1	Student Work Protocol	Post, Jennifer	9/9/2014	Lesson plans and student work	5/29/2015 monthly
G2.B4.S1.MA1	Monitoring of classroom instructional delivery visits.	Curry, Tamisha	10/1/2014	Meeting agendas, formal and informal feedback	4/30/2015 every-2-months
G2.B1.S1.MA1	Classroom observations by assistant principal, grade level collaboration during common planning time.	Post, Jennifer	10/1/2014	Observation logs and feedback, lesson plans, and student work.	5/29/2015 every-2-months
G2.B1.S1.MA1	Common learning sessions conducted by school-based coach and district specialist. School-based coach will provide modeling and assistance to all teachers K-5 on how to use the student work protocol.	Post, Jennifer	9/18/2014	Student work, lesson plans, assessments, interactive journals, meeting agendas and logs.	5/29/2015 monthly
G2.B5.S1.MA1	Principal will conduct classroom visits to observe part-time tutors teaching small groups of students.	Smith, Paula	11/10/2014	Small group instruction logs and progress monitoring data from Reading CGA's and I-Ready Reading.	4/10/2015 weekly
G2.B5.S1.MA1	Bi-weekly meetings with tutors, analyze student groups to determine needs of students and new groupings.	Smith, Paula	11/17/2014	Small group documentation and progress monitoring data from Reading CGA's and I-Ready Reading.	4/6/2015 biweekly
G3.MA1	Rigorous instruction and alignment to grade level standards.	Smith, Paula	10/8/2014	Alignment of student work with lesson plans and assessments. Informal and formal assessment data; evidence in student interactive journals; progress monitoring; item analysis of assessments. Results from Math CGA's in grades K-5th, I-Ready Math diagnostics and reports of lessons completed will be used to determine if the progression towards Math goal and targets are being made. We are looking specifically at student data on CGA's to reflect 66% mastery.	5/29/2015 weekly
G3.B1.S1.MA1	Assistant principals will conduct classroom observations.	Post, Jennifer	10/3/2014	Observations logs and feedback	6/1/2015 biweekly
G3.B1.S1.MA1	District instructional specialist will conduct classroom walk-throughs along with school-based Math instructional specialist.	Keshi, Christina	10/3/2014	Word walls, strategy charts on current content, checklist on "look fors"	6/1/2015 biweekly
G3.B2.S1.MA1	Assistant principal will conduct classroom observations and provide feedback to teachers.	Shubert, Sanethette	10/6/2014	Observation logs and feedback	5/29/2015 biweekly
G3.B2.S1.MA1	Math coach will plan with teachers and develop specific tiered groups.	Keshi, Christina	9/22/2014	Lesson plans and small group documentation.	5/29/2015 weekly
G3.B3.S1.MA1	Collaborate, review current practices, and conduct classroom observations.	Shubert, Sanethette	9/29/2014	Observation logs and feedback.	5/29/2015 biweekly
G3.B3.S1.MA1	Provide assistance in the form of professional development and modeling. Collaborate, plan, and develop next steps.	Keshi, Christina	9/22/2014	Logs from classroom visits, anecdotal notes, meeting agendas.	5/29/2015 weekly
G3.B4.S1.MA1	Assistant principals will participate in professional development sessions and conduct classroom observations for evidence of rigorous instruction and alignment to grade level instruction.	Shubert, Sanethette	9/9/2014	Meeting agendas, observation logs and feedback	5/29/2015 biweekly
G3.B4.S1.MA1	The Math coach will conduct professional development sessions and model using the student work protocol with teachers.	Keshi, Christina	9/9/2014	Meeting agendas, student work, lesson plans, logs from classroom visits	5/29/2015 biweekly

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. Increase Science proficiency from 30% in 2013-2014 to 41% in 2014-2015 on the FCAT Science 2.0 Assessment.

G1.B1 Rigorous science instruction does not occur consistently in grades K-5 and is not strongly aligned to grade level standards.

G1.B1.S1 Provide professional development on student work protocol to increase rigor and alignment to grade level standards.

PD Opportunity 1

Rigorous Instruction and Lesson Alignment

Facilitator

Christina Keshi, Sanethette Shubert, Lora Meade

Participants

All teachers K-5.

Schedule

Biweekly, from 9/22/2014 to 5/22/2015

G1.B2 Inconsistent understanding and/or application of standards, curriculum, and structure of the Science block.

G1.B2.S1 Providing time to visit model classrooms and collaborate with peers on the process of instructional delivery.

PD Opportunity 1

Instructional Delivery

Facilitator

Christina Keshi, Sanethette Shubert, Lora Meade

Participants

All teachers K-5.

Schedule

Weekly, from 9/22/2014 to 5/29/2015

G2. Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment.

G2.B1 Student assignments are not rigorous or strongly aligned to grade level standards.

G2.B1.S1 Provide professional development on student work protocol to increase rigor and alignment to grade level standards.

PD Opportunity 1

Student Work Protocol

Facilitator

Jennifer Post, Tamisha Curry

Participants

All classroom teachers and VE support teachers

Schedule

Monthly, from 9/9/2014 to 5/29/2015

G2.B2 Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards.

G2.B2.S1 Professional development to help teachers identify domain specific language to increase student vocabulary knowledge.

PD Opportunity 1

Professional Development with instructional leadership team and support specialists focused on tiered vocabulary based on the item specifications.

Facilitator

Shubert, Post, Curry, Keshi, Soria

Participants

K-5 classroom teachers, support ESE/ELL staff, resource staff

Schedule

G2.B3 Ineffective use of assessment data to determine instructional needs of students.

G2.B3.S1 Disaggregation of formative data to plan for small group instruction.

PD Opportunity 1

Data Disaggregation and Planning for Small Group Instruction

Facilitator

Tamisha Curry

Participants

K-5 classroom teachers

Schedule

Biweekly, from 9/22/2014 to 6/1/2015

G2.B4 Inconsistent understanding and/or application of standards, curriculum, and structure of the reading block.

G2.B4.S1 Providing time to visit model classrooms and collaborate with peers on the process of instructional delivery.

PD Opportunity 1

Instructional Delivery

Facilitator

Tamisha Curry

Participants

All classroom teachers and VE support teachers.

Schedule

Every 2 Months, from 10/1/2014 to 4/30/2015

G3. Increase Math proficiency in grades 3-5 from 49% in 2013-2014 to 59% in 2014-2015 on the Florida State Assessment.

G3.B1 Lesson plans lack the integration of language demands and content knowledge students need based on grade level standards.

G3.B1.S1 Guide teachers in developing and implementing print rich classrooms with visual aids.

PD Opportunity 1

Print Rich Classrooms

Facilitator

Christina Keshi Kathy Barko

Participants

K-5 Classroom Teachers, ESE Resource Staff, Math Interventionist

Schedule

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

G3.B2 Ineffective use of assessment data to determine instructional needs of students.

G3.B2.S1 Disaggregation of formative data to plan for small group instruction.

PD Opportunity 1

Data and Instruction

Facilitator

Christine Keshi

Participants

K-5 Classroom Teachers, ESE support Staff

Schedule

Biweekly, from 10/15/2014 to 6/1/2015

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 2: Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment.	7,860
Grand Total	7,860

Goal 2: Increase Reading proficiency in grades 3-5 from 39% in 2013-2014 to 45% in 2014-2015 on the Florida State Assessment.

Description	Source	Total
B5.S1.A1 - SAI Intervention Funds; The funds will be used for Reading Tutors to provide intervention to 3rd Grade students reading below grade level.	Other	7,860
Total Goal 2		7,860