

Hendricks Avenue Elementary School



2014-15 School Improvement Plan

Hendricks Avenue Elementary School

3400 HENDRICKS AVE, Jacksonville, FL 32207

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

26%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

Provide the school's vision statement

Hendricks Avenue Elementary is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy, and culturally diverse world.

School Environment

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

The school learns about students' cultures through a variety of formal and informal ways. At the beginning of the year, teachers administer interest surveys and inventories in order to learn about their backgrounds and preferences for learning styles. Teachers also review all of their cumulative folders of their incoming classes during pre planning to learn about student academic histories and family cultures. All classroom teachers complete a student information card for the upcoming teacher to share information about the student and provide the new teacher with insight and background about the student. Teachers use the first week of school to establish expectations with students and build new relationships with students through class learning activities. These class learning activities create opportunities for team building and accepting student differences within the classroom. The teachers have morning meetings prior to the beginning of the instructional day. These meetings provide an opportunity to get to know students and to find out about their likes/dislikes/problems/concerns. This also allows a time for students to build relationships with one another and understanding important events in one another's lives. During instructional time the students and teacher engage in conferencing about student work. In addition, students conference with one another about ways to improve their work.

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

The Foundations team meets throughout the year to establish and refine rituals and routines for before, during, and after school. Before school, students in grades K-5 sit outside of their classrooms in the hallways and provided with rituals and routines to read quietly or talk at a whisper level with one another. Adults are actively monitoring the students in all hallways to ensure student safety and provide students with an adult to positively greet the students before the school day begins. During school, teachers and staff have developed rituals and routines for classroom, hallway, cafeteria, and resource behavior. Students practice these routines during the first week of school and are reinforced with positive rewards for following these rituals and routines on a daily basis. The administration and cafeteria staff have created a positive cafeteria system to reinforce the rituals and routines of the cafeteria through rewards of additional recess minutes with the administrators once a month. After school, the foundations team has created a dismissal process that ensures student dismissal is conducted in a safe and positive way. The school utilizes the front and back for two carpool areas. This alleviates the overflow of all students being in one area. The front carpool is for students in grades 2-5 and the back carpool is for students in grades K, 1, and children with siblings. Walkers,

bus riders, and extended day students all have dedicated locations to report after school with adult supervision escorting students to their location for dismissal. Students are only dismissed to adults with their corresponding dismissal tag. Adults that do not have a tag are directed to the office to verify identification and student pick up information. The tag system allows faculty and staff to ensure that students are released to the proper adult during dismissal time. The school recognizes classes and individual students with the use of a positive behavior referral. Students that are exhibiting the seven habits are rewarded by faculty and staff before, during, and after school to reinforce the rituals and routines of the school. Students that receive a positive referral are recognized by administration through our morning show and a "superhero of the week" pencil.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavior system in place that minimizes distractions and helps to facilitate student engagement is the use of rituals and routines throughout the school. Each teacher and faculty member was trained during teacher pre-planning on the discipline process and the Elementary Student Code of Conduct. Teachers were provided with protocols for disciplinary incidents along with the consistent consequences that follow a student infraction. During the first week of school the administration and resource teachers held Code of Conduct Assemblies to review behavior expectations and the rituals and routines in place to support our schoolwide behavioral system. Students were introduced to the seven habits and the positive behavior system during these assemblies. As well as given instruction on behavior expectations while on the playground and at recess. When a student is sent of the office, the administration follows the district's protocol in processing a discipline referral. The foundations team analyzes discipline data throughout the year to identify trends in behavior and possible solutions in eliminating student misbehavior in areas of focus.

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

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

- * Individual and group counseling
- * Schoolwide mentorship program
- * Classroom guidance lessons
- *Seven Habits of Happy Children (Classroom/school lessons and implementation)
- *Positive Behavior System (Classroom/Schoolwide)
- *Outside Agency referrals (Full Service, MHRC)
- *HAPI Tutoring/Mentoring Partnership with Southside United Methodist Church
- *School District Support Personnel

Early Warning Systems

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

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

At the beginning of the year, the faculty and staff are trained on the school's early warning system through information provided in the faculty handbook. Topics are discussed in relation to behavioral concerns, abuse, crisis situations, guidance services, and the discipline process. The faculty and staff were given steps and procedures to follow when a student is identified from the school's early warning system. When a student has chronic behavior problems, the first step is to make contact with

the parent/guardian. The next step would be to seek collaborative support among the teacher, guidance counselor, and administration. Students with excessive tardiness and/or absenteeism were referred to the attendance social worker or truant officer to schedule an attendance intervention team meeting. Parents will be notified in writing of the dates that their child was absent/tardy from school. The attendance intervention team would discuss the attendance concern with parents and provide the family with support and resources to resolve the attendance issue.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	2	2	1	1	6
One or more suspensions	1	1	0	0	0	1	3
Course failure in ELA or Math	3	4	2	0	0	0	9
Level 1 on statewide assessment	0	0	0	16	9	9	34

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

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

Our goal for 2014-2015 school year is to increase the number of documented volunteers to 10,000. During the 2014-2015 school year we had a documented number of 9,500 volunteers.

The school works at building positive relationships in many of those ways. One of the ways that we are working to increase involvement and keep parents informed is through effective communication. This includes; PTA sends monthly newsletters, teachers send weekly emails with updates/important information and the school sends phone blasts to communicate about important upcoming events. Teachers utilize sign-up genius for parent conferences and encourage parents to sign-up for a conference at least twice a year. Another way that we plan to keep parents involved is through family events; Family Fitness Night, Cultural Arts Night, Family Supper Night/Book Fair, Friends of Hendricks Walk-a-thon, school carnival, grade level plays and musicals, Fine Arts Night, chorus productions, Florida State Assessment night. By sending regular progress reports and encouraging parent conferences, parents will stay informed of their child's progress.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by encouraging and building partnerships through community and school functions. Community partners are encouraged to partner with the school through parent involvement functions and family nights. The school is in partnership with a 501c organization, called Friends of Hendricks that was created in an effort to raise funds for the school through local community and business partners. Through the partnership with Friends of Hendricks, the school successfully hosts a spring walkathon, in which active business and community partners are invited to attend and raise awareness to their business while helping the school raise funds for needed resources. During the 2013-2014 school year, the Friends of Hendricks in conjunction with the school support raised a total of \$39,000 in funds to purchase Mimio technology boards for every classroom. Faculty and staff also participate in quarterly spirit nights at local businesses to bring awareness to the business, as well as raising funds for the school. Through the partnership of Friends of Hendricks, the school was able to fund a 12 week after school tutoring program in reading and math for any student interested in attending. The program provided enrichment for students that were at grade level and also provided remediation for those students that were struggling with grade level concepts. Hendricks has an active partnership with Southside United Methodist Church. Through this partnership, the church sends a team of high school students every Wednesday to tutor and mentor students in an after school program called HAPI (Hendricks Avenue Partnership Initiative). In addition to providing the school with funding support, the local businesses are also partnered to help reach the social and emotional needs of our students. This year, Southside United Methodist has created a clothing closet for students in need of clothes, shoes, and other necessary items to start the school year. Hendricks Avenue Elementary is also partnered with Blessings in a Backpack this year. This program allows families in need of food to receive a packed backpack full of groceries each weekend.

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
Healy, Lacy	Principal
Ritchie, Christa	Instructional Coach
Van Gundy, Vicki	Guidance Counselor
McLendon, Mindy	Assistant Principal

Duties

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

The RtI team along with the Hendricks Avenue Elementary Vertical Learning Communities (reading, math, writing, and science), Safe and Civil Schools Committee, and grade level chairs all meet to analyze grade level and school-wide data to determine more effective strategies for meeting the academic and behavioral needs of our students. Central to our focus is the following:

- 1) What do our students need to be able to know and do?
- 2) What professional practices and resources will help us to achieve our goals?
- 3) What criteria will be used to determine mastery of our goals?

The leadership team also meets to ensure that students are showing academic growth. The team discusses data, instruction, and professional development. The leadership team discusses the needs of the school and students and determines next steps for the week. By observing in classrooms on a weekly basis, the team is able to coach and mentor the teachers to improve student achievement. The team reads professional development material together in order to stay abreast of current best practices and determines how to best help the staff. Together the team looks at school wide instructional practices and makes decisions together that will help the staff grow as professionals and impact student achievement. The Administration conducts regular classroom walk-throughs and observations throughout the year. Through collaboration amongst the Administration, Reading Coach, and Guidance Counselor the team will identify and plan for professional development based on school needs.

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

The school-based RtI Leadership Team will meet monthly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1 - research based and differentiated instructional practices implemented with fidelity) is in place, the team will work with the grade level teams to identify those students needing Tier 2 support. The identified students will receive secondary level interventions through RtI small group support led by classroom teachers, ESE teachers, and our newly hired intervention specialist. Students not making adequate progress through this level of support will be referred to the RtI team for a Tier 3 (tertiary) intervention plan. These highly individualized plans will focus on level of support, intensity, and duration of support

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lacy Healy	Principal
Christa Ritchie	Teacher
Jason Evert	Parent
Lisa DeRubeis	Teacher
Paul Bueker	Parent
Jane Courtney Davis	Parent
Leslie Devooght	Parent
Jay Farhat	Business/Community
Marti McKee	Parent
Tracey Morgan	Parent
Terri Nelson	Student
Derek Kettle	Parent
Joy Shakib	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviewed the School Improvement Plan and provided feedback to the school's leadership and staff. At our Mid- Year review the leadership team reviewed student's progress and how we were meeting our goals. We discussed was to fund several of the barriers to help meet certain goals.

Development of this school improvement plan

SAC will meet at the beginning of the year to provide input for the School Improvement Plan. SAC will review school performance data and assist in determining the cause of low performance.

Preparation of the school's annual budget and plan

The School Advisory Committee reviews the budget. The committee also reviews the schools goals and progress in order to determine how SAC funds can best be utilized.

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

Utilize SAC funds to hire teachers for after school Reading and Math Academy (both remediation and enrichment)- \$8,000

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

We are in compliance.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Healy, Lacy	Principal
Ritchie, Christa	Instructional Coach
Van Gundy, Vicki	Guidance Counselor
McLendon, Mindy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Reading Goals this year will target utilizing current data to inform instructional decisions for yielding increased student achievement in overall proficiency (level 3 or above) through increasing learning gains across all subgroups. Focus areas will include the following:

Small group instruction including guided reading and center rotations

Increase the amount of time for independent reading across genres.

Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.

Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.

Select quality children's literature and appropriate author and genre study texts to provide meaningful literacy instruction.

Infuse quality reading instruction across the content areas.

Plan targeted intervention for students not responding to core curriculum using problem-solving process/interventions will be matched to individual student needs

Plan will include explicit instruction, modeled instruction, guided and independent practice.

Unpacking the Standards – Common Core State Standards (CCSS)

Close Reading – Focus on questioning and discussion techniques

Use formative assessments to inform instruction

Use data to drive instructional practices

Reading Kick off/Celebration and Incentives to motivate students and increase reading

Public and Collaborative Teaching

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

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

Administration at Hendricks Avenue Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2014-2015 school year. As a school, everyone has agreed to make school relevant and engaging for kids by focusing on positive reinforcements. Teachers and staff will collaborate and contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers. All teachers have an opportunity for common planning with their grade level 4 times during a 6 day rotation schedule. Teachers are also given the opportunity for a professional learning community with the Instructional Coach. The coach will provide training based on the professional development needs of the school. In these sessions, the Leadership Team and teachers will work on small group instruction, center rotations, Florida Standards and best practices. The instructional coach is a resource for all teachers and will provide support based on the needs of teachers and students.

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

1. A vertical grade level team plans and conducts interviews and provides input in decision making process.
2. Teacher leaders model instructional strategies and parallel teach with teachers to provide in-depth, one-to-one professional development in the classroom.
3. Inexperienced and new to Florida/Hendricks teachers are partnered with veteran, high performing teachers in the same content area.
4. On-site differentiated, monthly professional development sessions will be held based on teacher's individual needs.
5. All faculty members meet weekly in grade level PLCs to analyze student work, plan instruction, and support one another in maintaining high standards for all students.
6. All faculty members participate in one professional academic Vertical Learning Community (VLC): math, science, reading, or writing. Meetings are monthly and follow up is on-going throughout the school year.
7. Open door policy with administration.

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

Beginning teachers who have not completed the district's MINT (Mentoring and Induction for Novice Teachers Program) will continue participation with Principal and PDF support and supervision. Teachers participate in differentiated professional development, vertical learning communities (VLC) and grade level learning communities. Each teacher receives and up-dated handbook which includes detailed information regarding school-wide rituals/routines, calendars, and expectations related to curriculum, instruction, and assessment. Mentors and mentees meet informally on a regular basis to address current needs. Principal meets with new teachers quarterly to share norms, best practices, and respond to individual/group questions/needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer Curriculum Guide Assessments, DAR, and I Ready to

determine where students are currently performing. In addition teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each student's needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that is not successful, teachers work together to determine if they need tier three interventions. ESE teachers and reading interventionists push into classrooms to help both ESE students as well as other students who are struggling in a particular area.

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

Strategy: After School Program

Minutes added to school year: 720

Reading and Math Academy is designed to provide targeted reading and and math instruction to individual students and small groups of students.

Strategy Rationale

Teachers will be able to work with smaller groups of students on their specific needs, either remediation or enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Healy, Lacy, brownl6@duvalschools.org

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

Data is collected through anecdotal records and informal assessments used to monitor progress of the standards that are mastered.

Student Transition and Readiness

PreK-12 Transition

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

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

The school supports incoming students by offering Kindergarten tours this year that will allow families to visit and learn about Kindergarten. The administration team also provides upcoming parents with a Placement Inventory form when enrolling their child. This placement inventory form allowed parents to share background information about their child in regards to academic and social needs. The administration team evaluated the placement forms to match students with the teacher and class that best fit their needs. Our fifth graders will be given the opportunity to visit local middle schools in the spring.

College and Career Readiness

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

NA

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

NA

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

NA

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** School will implement the 7 Habits of Highly Effective Children.
- G2.** Teachers will implement strategies that result in student engagement for all students.
- G3.** Teachers will improve small group instruction effectiveness by using assessment data.
- G4.** Teachers will plan and implement effective instruction aligned to the Florida standards, including integration of reading and writing throughout content areas.

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. School will implement the 7 Habits of Highly Effective Children. 1a

G046421

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- The Leader In Me Book Study, Online resources for 7 Habits/Leader in Me

Targeted Barriers to Achieving the Goal 3

- All stakeholders invested in the 7 Habits program to make students more successful

Plan to Monitor Progress Toward G1. 8

Number of Positive referrals, Classroom grades, End of year assessments

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Number of Positive Referrals given per student and written per classroom teacher, Classroom grades, End of year assessments. We are looking for a decrease of discipline referrals as a result of the implementation of the 7 Habits and Positive Referrals.

G2. Teachers will implement strategies that result in student engagement for all students. 1a

G046244

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- Reading Coach, Professional Learning Communities, Common Planning Time, District Wide Science Fair, I Ready, Gizmos, Curriculum Guides

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and application of technology

Plan to Monitor Progress Toward G2. 8

I Ready, CGA data, and CAST observations

Person Responsible

Lacy Healy

Schedule

Every 6 Weeks, from 9/30/2014 to 6/4/2015

Evidence of Completion

I Ready and CGA data will be analyzed for student growth. CAST observations (formal and informal) will also provide evidence of teacher's meeting effective or highly effective in the area of student engagement.

G3. Teachers will improve small group instruction effectiveness by using assessment data. 1a

G046236

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- Reading Coach, Professional Learning Communities, Common Planning times, Leveled texts, Curriculum Guide Assessments, I Ready Data

Targeted Barriers to Achieving the Goal 3

- Training on Center rotations

Plan to Monitor Progress Toward G3. 8

CGA data, I Ready data, teacher made tests, center rotation observations/walk-throughs

Person Responsible

Lacy Healy

Schedule

Monthly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Lesson plans, CGA data, I Ready data, center rotation observations/walk-throughs that show implementation of centers based on student achievement data.

G4. Teachers will plan and implement effective instruction aligned to the Florida standards, including integration of reading and writing throughout content areas. 1a

G046231

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Reading Coach, Professional Learning Communities, Common Planning Time, Units of Study Writing Curriculum, Instructional Rounds, Early Release professional development time

Targeted Barriers to Achieving the Goal 3

- Not enough knowledge of resources of new writing curriculum that integrates reading and writing with content areas.

Plan to Monitor Progress Toward G4. 8

Lesson Plans, Student Portfolios/Journals, Assessments

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Lesson plans, Student Portfolios/Journals, Assessments (informal/formal), Walk-through logs, CAST observations.

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. School will implement the 7 Habits of Highly Effective Children. **1**

 G046421

G1.B2 All stakeholders invested in the 7 Habits program to make students more successful **2**

 B115048

G1.B2.S1 Training with parents, staff and children on the 7 habits and how to exhibit them. **4**

 S126607

Strategy Rationale

We need for all stakeholders to see the importance of students implementing these habits into their daily lives.

Action Step 1 **5**

Training for teachers, staff, and parents of the 7 habits using the Leader in Me book.

Person Responsible

Lacy Healy

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Data from end of year assessments, agendas of trainings and PLCs

Action Step 2 5

Positive Referral Behavior System Implementation

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Positive Referral spreadsheet with students and teachers, Café guidelines monthly spreadsheet

Action Step 3 5

Leader in Me Conference in St. Johns County with Sean Covey

Person Responsible

Christa Ritchie

Schedule

On 10/29/2014

Evidence of Completion

Agenda from conference, handouts from the conference, meeting to disseminate information to rest of faculty (agenda from meeting).

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

Classroom walkthroughs, and positive referrals

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Positive referrals, classroom behavior referrals, students grades

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

Number of Positive referrals, Classroom grades, End of year assessments

Person Responsible

Lacy Healy

Schedule

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

Evidence of Completion

Positive referrals, Classroom walkthrough forms, and Data from EOY assessments

G2. Teachers will implement strategies that result in student engagement for all students. 1

 G046244

G2.B3 Inconsistent use and application of technology 2

 B114489

G2.B3.S1 Using Mimio computer interactive white boards to increase student engagement. 4

 S126012

Strategy Rationale

Students are more engaged when using the mimio computer white board to interact with standards.

Action Step 1 5

We will train teachers to use Mimio technology to get students actively engaged with lesson and learning.

Person Responsible

Lacy Healy

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom walk throughs to determine use of mimio boards, lesson plans, students actively engaged in lesson

Action Step 2 5

Train teachers on using various components of the Mimio technology board (vote, pad/pen, capture pen)

Person Responsible

Christa Ritchie

Schedule

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

Evidence of Completion

Teachers using the components effectively to deliver instruction. Student knowledge of component utilization. Will be evident during classroom walk-throughs, CAST observations.

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

Classroom walk throughs will be conducted to determine that technology is being implemented into classroom instruction.

Person Responsible

Mindy McLendon

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Walk through forms, and data from technology resources.

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

Data will be analyzed (CGSs and i Ready) to determine effectiveness of technology

Person Responsible

Christa Ritchie


Schedule

Every 6 Weeks, from 9/19/2014 to 6/5/2015


Evidence of Completion

Data and data chat sheets


G3. Teachers will improve small group instruction effectiveness by using assessment data. 1

 G046236

G3.B2 Training on Center rotations 2

 B114507

G3.B2.S1 Training for teachers on Center Rotations using Daily 5 4

 S126025

Strategy Rationale

Teachers can implement Daily 5 into their classrooms so that they may focus on individual student needs.

Action Step 1 5

We will train teachers using the Daily 5 center rotations based on data.

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

Center activities are implemented in all classrooms as documented by classroom observations/walk-throughs.

Action Step 2 5

4th/5th Grade Math Center Rotation Training

Person Responsible

Lacy Healy

Schedule

On 10/22/2014

Evidence of Completion

Classroom walk-through/observation data, small group lesson plans

Action Step 3 **5**

Center Rotation training for Math VLC

Person Responsible

Lacy Healy

Schedule

Monthly, from 10/22/2014 to 6/5/2015

Evidence of Completion

classroom walk-throughs/observations and small group lesson plans, student data

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

Classroom walk throughs, classroom observations, and lesson plans with evidence of center rotations

Person Responsible

Lacy Healy

Schedule

Biweekly, from 9/19/2014 to 6/5/2015

Evidence of Completion

Classroom Walk through logs , CAST observations, and lesson plans.

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

Student work and data will be analyzed to determine the effectiveness of small groups

Person Responsible

Lacy Healy

Schedule

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


Evidence of Completion

Lesson plans, data chat sheets, student data


G4. Teachers will plan and implement effective instruction aligned to the Florida standards, including integration of reading and writing throughout content areas. **1**

 G046231

G4.B1 Not enough knowledge of resources of new writing curriculum that integrates reading and writing with content areas. **2**

 B114810

G4.B1.S1 Professional development to train teachers to use the Units of Study, a writing curriculum. **4**

 S126329

Strategy Rationale

Units of Study is a curriculum that will allow teachers to implement effective writing curriculum. This is allow teachers to integrate writing with reading and all content areas.

Action Step 1 **5**

Training for teachers using the Units of Study/PLC groups study

Person Responsible

Christa Ritchie

Schedule

Monthly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Agendas of training and PLC groups

Action Step 2 **5**

Writing Training for 4th/5th and Gifted teachers

Person Responsible

Christa Ritchie

Schedule

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

Evidence of Completion

Agenda from meeting, handouts from meeting, lesson plans, student journals/portfolios, writing rubric utilization in the classroom.

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

Classroom walk throughs, lesson plans, PLC discussions

Person Responsible

Christa Ritchie

Schedule

Monthly, from 9/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Classroom walk through forms

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

CGA data, student portfolios/writing

Person Responsible

Mindy McLendon

Schedule

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

Evidence of Completion

CGA data, and writing portfolios

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
G3.B2.S1.A1	We will train teachers using the Daily 5 center rotations based on data.	McLendon, Mindy	9/17/2014	Center activities are implemented in all classrooms as documented by classroom observations/walk-throughs.	6/5/2015 monthly
G2.B3.S1.A1	We will train teachers to use Mimio technology to get students actively engaged with lesson and learning.	Healy, Lacy	9/15/2014	Classroom walk throughs to determine use of mimio boards, lesson plans, students actively engaged in lesson	6/4/2015 monthly
G4.B1.S1.A1	Training for teachers using the Units of Study/PLC groups study	Ritchie, Christa	9/17/2014	Agendas of training and PLC groups	6/4/2015 monthly
G1.B2.S1.A1	Training for teachers, staff, and parents of the 7 habits using the Leader in Me book.	Healy, Lacy	8/20/2014	Data from end of year assessments, agendas of trainings and PLCs	6/5/2015 monthly
G1.B2.S1.A2	Positive Referral Behavior System Implementation	McLendon, Mindy	8/18/2014	Positive Referral spreadsheet with students and teachers, Café guidelines monthly spreadsheet	6/5/2015 daily

Duval - 0711 - Hendricks Avenue Elementary School - 2014-15 SIP
Hendricks Avenue 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.A2	Train teachers on using various components of the Mimio technology board (vote, pad/pen, capture pen)	Ritchie, Christa	8/18/2014	Teachers using the components effectively to deliver instruction. Student knowledge of component utilization. Will be evident during classroom walk-throughs, CAST observations.	6/5/2015 weekly
G3.B2.S1.A2	4th/5th Grade Math Center Rotation Training	Healy, Lacy	10/22/2014	Classroom walk-through/observation data, small group lesson plans	10/22/2014 one-time
G4.B1.S1.A2	Writing Training for 4th/5th and Gifted teachers	Ritchie, Christa	10/9/2014	Agenda from meeting, handouts from meeting, lesson plans, student journals/portfolios, writing rubric utilization in the classroom.	6/5/2015 biweekly
G1.B2.S1.A3	Leader in Me Conference in St. Johns County with Sean Covey	Ritchie, Christa	10/29/2014	Agenda from conference, handouts from the conference, meeting to disseminate information to rest of faculty (agenda from meeting).	10/29/2014 one-time
G3.B2.S1.A3	Center Rotation training for Math VLC	Healy, Lacy	10/22/2014	classroom walk-throughs/observations and small group lesson plans, student data	6/5/2015 monthly
G1.MA1	Number of Positive referrals, Classroom grades, End of year assessments	McLendon, Mindy	8/25/2014	Number of Positive Referrals given per student and written per classroom teacher, Classroom grades, End of year assessments. We are looking for a decrease of discipline referrals as a result of the implementation of the 7 Habits and Positive Referrals.	6/5/2015 monthly
G1.B2.S1.MA1	Number of Positive referrals, Classroom grades, End of year assessments	Healy, Lacy	8/25/2014	Positive referrals, Classroom walkthrough forms, and Data from EOY assessments	6/5/2015 daily
G1.B2.S1.MA1	Classroom walkthroughs, and positive referrals	Healy, Lacy	8/18/2014	Positive referrals, classroom behavior referrals, students grades	6/5/2015 daily
G2.MA1	I Ready, CGA data, and CAST observations	Healy, Lacy	9/30/2014	I Ready and CGA data will be analyzed for student growth. CAST observations (formal and informal) will also provide evidence of teacher's meeting effective or highly effective in the area of student engagement.	6/4/2015 every-6-weeks
G2.B3.S1.MA1	Data will be analyzed (CGSs and i Ready) to determine effectiveness of technology	Ritchie, Christa	9/19/2014	Data and data chat sheets	6/5/2015 every-6-weeks
G2.B3.S1.MA1	Classroom walk throughs will be conducted to determine that technology is being implemented into classroom instruction.	McLendon, Mindy	9/19/2014	Walk through forms, and data from technology resources.	6/4/2015 weekly
G3.MA1	CGA data, I Ready data, teacher made tests, center rotation observations/ walk-throughs	Healy, Lacy	9/19/2014	Lesson plans, CGA data, I Ready data, center rotation observations/walk-throughs that show implementation of centers based on student achievement data.	6/4/2015 monthly
G3.B2.S1.MA1	Student work and data will be analyzed to determine the effectiveness of small groups	Healy, Lacy	9/17/2014	Lesson plans, data chat sheets, student data	6/5/2015 monthly
G3.B2.S1.MA1	Classroom walk throughs, classroom observations, and lesson plans with evidence of center rotations	Healy, Lacy	9/19/2014	Classroom Walk through logs , CAST observations, and lesson plans.	6/5/2015 biweekly
G4.MA1	Lesson Plans, Student Portfolios/ Journals, Assessments	McLendon, Mindy	9/17/2014	Lesson plans, Student Portfolios/ Journals, Assessments (informal/ formal), Walk-through logs, CAST observations.	6/5/2015 every-6-weeks
G4.B1.S1.MA1	CGA data, student portfolios/writing	McLendon, Mindy	9/17/2014	CGA data, and writing portfolios	6/5/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Classroom walk throughs, lesson plans, PLC discussions	Ritchie, Christa	9/19/2014	Lesson plans, Classroom walk through forms	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. School will implement the 7 Habits of Highly Effective Children.

G1.B2 All stakeholders invested in the 7 Habits program to make students more successful

G1.B2.S1 Training with parents, staff and children on the 7 habits and how to exhibit them.

PD Opportunity 1

Training for teachers, staff, and parents of the 7 habits using the Leader in Me book.

Facilitator

Mindy McLendon, Lacy Healy, and Christa Ritchie

Participants

School-wide; all stakeholders

Schedule

Monthly, from 8/20/2014 to 6/5/2015

PD Opportunity 2

Positive Referral Behavior System Implementation

Facilitator

Mindy McLendon, Lacy Healy, and Christa Ritchie

Participants

Students, faculty, staff, and parents

Schedule

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

PD Opportunity 3

Leader in Me Conference in St. Johns County with Sean Covey

Facilitator

Sean Covey and St. Johns County Schools

Participants

Grade level representatives, Administration, Coach, Guidance Counselor, select members of PBIS team

Schedule

On 10/29/2014

G2. Teachers will implement strategies that result in student engagement for all students.

G2.B3 Inconsistent use and application of technology

G2.B3.S1 Using Mimio computer interactive white boards to increase student engagement.

PD Opportunity 1

We will train teachers to use Mimio technology to get students actively engaged with lesson and learning.

Facilitator

Christa Ritchie

Participants

All Teachers

Schedule

Monthly, from 9/15/2014 to 6/4/2015

G3. Teachers will improve small group instruction effectiveness by using assessment data.

G3.B2 Training on Center rotations

G3.B2.S1 Training for teachers on Center Rotations using Daily 5

PD Opportunity 1

We will train teachers using the Daily 5 center rotations based on data.

Facilitator

Mindy McLendon

Participants

VLC Reading participants

Schedule

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

PD Opportunity 2

4th/5th Grade Math Center Rotation Training

Facilitator

Wayne VanDoren & Crown Point Elementary Teachers

Participants

4th/5th Grade Math Teachers

Schedule

On 10/22/2014

PD Opportunity 3

Center Rotation training for Math VLC

Facilitator

Lauren Olesiak, Mandi York, and Lacy Healy

Participants

Math VLC representatives

Schedule

Monthly, from 10/22/2014 to 6/5/2015

G4. Teachers will plan and implement effective instruction aligned to the Florida standards, including integration of reading and writing throughout content areas.

G4.B1 Not enough knowledge of resources of new writing curriculum that integrates reading and writing with content areas.

G4.B1.S1 Professional development to train teachers to use the Units of Study, a writing curriculum.

PD Opportunity 1

Training for teachers using the Units of Study/PLC groups study

Facilitator

Christa Ritchie and Leah Brown

Participants

All Language Arts teachers grades K-5

Schedule

Monthly, from 9/17/2014 to 6/4/2015

PD Opportunity 2

Writing Training for 4th/5th and Gifted teachers

Facilitator

Christa Ritchie

Participants

4th/5th/Gifted Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0