



## Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
81%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
80%

### School Grades History

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

### 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
Monitoring Only	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
Yes		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

It is our mission to establish an environment that addresses and promotes the needs of the whole child. This environment will provide exciting opportunities for all student, staff members, parents and community members to experience success. Students will learn the importance of working together to solve problems and reach common goals. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. It is through their efforts as students of Ramona, that they learn, grow and ultimately come to see themselves as worthwhile, capable individuals with unlimited potential.

##### **Provide the school's vision statement**

We believe all students at Ramona will become productive citizens by receiving a solid foundation in reading, writing and mathematics as well as observing positive role modeling from the entire staff.

#### School Environment

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

Relationships are a big part of our school climate. Students are greeted with a friendly face each morning and there are adults on each corner waiting to assist students and parents. Family events are held each month to welcome parents and students after school hours to

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

School safety is a key priority for Ramona Boulevard Elementary. It is essential for our school to be a safe, healthy, respectful, and supportive environment in which students can learn, teachers, can teach, and employees can work to provide students with the opportunities to gain high levels of academic achievement. Our efforts to address safety are positive, proactive, and collaborative with a strong focus on prevention and intervention. Safety encompasses multiple topics including school climate, injury prevention, violence prevention, security, and emergence management.

##### **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**

Ramona school-wide discipline plan follows the foundations model. We have established a school-wide behavior Management and Incentive Matrix that's followed by each adult in our building. The Matrix list expected classroom behaviors with incentives and rewards when the behaviors are met. The matrix also includes intensity 1(annoying), 2(disruptive), and 3(defiant) offenses with corrective responses and consequences. Each adult follows and implements the Matrix for offenses within specified parameters and the District universal referral is used when the offenses exceeds the schools Matrix. Our Matrix is a positive, proactive, and instructional way of dealing with misbehavior.

##### **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**



Students who are referred to the office for discipline are discussed each Wednesday with administration and the school's guidance counselor. Discussion will possibly lead to interventions by either the counselor or classroom teacher. Students needing services beyond the scope of the school's counselor are referred to James Weldon full service. Full Service is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free such as behavioral help for children, individual counseling, mentoring, parenting help, case management, and medical/health service.

**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**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Medical or mental diagnosis that affects student performance in academics or behavior
- Bottom quartile students on quarterly assessments in English Language Arts or mathematics

**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	6	3	5	9	6	3	32
One or more suspensions	0	0	0	4	0	0	4
Course failure in ELA or Math	10	13	8	10	2	0	43
Level 1 on statewide assessment	0	0	0	12	14	0	26
Medical or Mental diagnosis	1	6	8	10	6	3	34
Bottom quartile students	0	0	0	0	0	0	

*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**

Interventions  
 Attendance below 90 percent- School counselor will do daily attendance checks with students or teachers. If student is not present and it is an unexcused absence a phone call home will be made. If student isn't in school for three consecutive days and no contact has been made with the parent, a home visit will be made. Also in conjunction with the attendance checks, monthly attendance meetings will be held with parents of students that have 5 or more absences in one month or 10 or more absences in 3 months.

One or more suspensions- The teacher and school counselor will evaluate student behavior to create interventions to correct student behavior. When interventions are in place the school counselor will check in weekly with the student to touch base on their behavior. Monthly Meetings will be held with the RTI team to evaluate student behavior and to evaluate interventions in place.

Course Failure- Teacher will provide interventions with students at the tier 2 level, small group, or tier 3, one on one, in academics based on their RTI data. Teacher will meet with the RTI team once a month to evaluate student performance and interventions. Based on the data interventions or level of RTI may change.

Medical or Mental diagnosis- Teachers and school counselor will evaluate if student needs interventions put into place (ex. 504 plan, RTI, behavior check ins, IEP, ect.).

Bottom quartile in quarterly assessment (not baseline assessment)- Teacher will start tier 2 or tier 3 interventions with the student in RTI. Teacher will meet with the RTI team once a month to evaluate student performance and interventions.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180659>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Ramona Blvd Elementary believes that to have a true partnership each entity must provide a service or benefit to the other. It is for this reason that we have the Ramona Blvd Business Partnership & Promotional Opportunities which we provide to everyone who partners with our school. The opportunities are:

EAGLE Pride Business Partnership & Promotional Opportunities

EAGLE Pride Platinum Business Partner: \$1,000 + donation

- Business Partner displayed on School Marquee for 2 weeks
- Business Name and Logo on RBE Business Partners page and opening page on website
- Business Partner Banner featured on fence outside in "Car Rider Circle" for school year. (Banner provided by business)
- Business featured in ALL quarterly newsletters with link to website & contact information

EAGLE Pride Gold Business Partner: \$500-\$900 donation

- Business Partner displayed on School Marquee for 1 week.
- Business Name and Logo on RBE Business Partners page on website
- Business Partner Banner featured on fence outside in "Car Rider Circle" for half school year. (Banner provided by business)
- Business featured in 2 quarterly newsletters with link to website

EAGLE Pride Silver Business Partner: \$250-\$499 donation

- Business Partner displayed on School Marquee for 1 week
  - Business Name and Logo on RBE Business Partners page on website
  - Business featured in 1 quarterly newsletter with link to website
- EAGLE Pride Bronze Business Partner: \$100-\$249 donation
- Business Name and Logo on RBE Business Partners page on website
  - Business Name and Logo displayed on Parent Information Board in school for 1 month
- EAGLE Pride Business Partner: \$50-\$99 donation
- Business Name and Logo on RBE Business Partners page on website
  - Business Name and Logo on displayed on Parent Information Board in school for 2 weeks
- EAGLE Pride Membership: \$25-\$49 donation  
 (Perfect if you just want to help RBE – business or personal)
- Business Name and Logo on RBE Business Partners page on website

**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
Russ, Lashawn	Principal
Foley, Patricia-Cameron	Instructional Coach
Oneal, Amber	Instructional Coach
Kennedy, Heather	Guidance Counselor
Lampkin, DeVonne	Assistant Principal

**Duties**

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

The school leadership Team encompasses the Principal, Assistant Principal, Reading Coach, Math Coach, and guidance counselor. Each member is responsible for the implementation, fidelity and accountability of their assigned content areas or domains. The principal serves as the instructional leader, talent manager and community liaison that oversees each content area and domain for accountability and make necessary adjustments when needed. The assistant principal's consist of the daily operations of the school and instructional leadership within Science content. Our Reading Coach is responsible for Reading content in grades K-5. Followed by our Math coach who is also responsible for Math Content in grades K-5. Our Guidance Counselor supports our Response to intervention plan and implementation which included Early Warning Signs interventions. Each member serves as a voice for the group they represent and engages monthly with students, staff, and community. The Team meets every Thursday @ 2pm to discuss content, talent management, professional development implementation and 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 Leadership Team meets on a monthly basis to analyze data and discuss the success of intervention programs that have been implemented with students at risk. If intervention is not proving successful with a student, the team coordinates to implement another intervention strategy or perhaps change the level of support a student is receiving within the classroom by adding an additional tier.

The school guidance counselor and intervention specialist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The reading coach supports the team by gathering and analyzing literacy data. She will also assist in providing the classroom teacher with additional literacy intervention strategies. The math coach supports the team in gathering and analyzing the math data. She will also assist in providing the classroom teacher with additional math intervention strategies. The ESE teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team determines may be beneficial to the student's success. The administrator's role is to make sure that intervention strategies are implemented with fidelity as well as provide time and space for meetings.

Title II: Continue to purchase small equipment to support classroom instruction.

Supplemental Academic Instruction (SAI): We will use our SAI funds to fund tutors to assist with reading and math instruction in the intermediate grades.

Violence Prevention Programs: We will continue to use the Second Steps Violence Prevention Program along with CHAMPs and Foundations. Bullying prevention materials have been purchased to assist in the development of lessons for students in grades K-5 to be delivered by our school guidance counselor during bi-weekly classroom guidance lessons.

Nutrition Programs: Ramona Boulevard Elementary participates in the Community Eligibility Option (CEO) program which is an alternative to the traditional National School Lunch Program (NSLP) in that it allows schools with high numbers of low-income children to serve free breakfast and free lunch to all students without collecting school meal applications.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
LaShawn S. Russ	Principal
Cameron Foley	Education Support Employee
Tosha Toliver	Teacher
Contasha Huntley	Parent
Roberta Daye	Parent
Michael Willis	Business/Community

#### Duties

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

*Evaluation of last year's school improvement plan*

Each year the SAC committee meets in October to evaluate and review this year's School Improvement plan. The committee evaluates the results and plan next steps. Below are the suggestions from this year's evaluation of last year's School Improvement Plan.

- Evaluation of Results – The committee agreed with the strategies and events used thus far. Attendance sheets and test data shows a progression that the committee supported. However, the committee will meet during October SAC meeting to discuss the school data and whether the

professional development provided to teachers positively affected student achievement. Sign in sheets for each event will be analyzed for at least 40% population participation. Events that met the stated criteria will continue in the next year however, others will be addressed for effectiveness or elimination. The committee will set the following year's activities and events that were proven successful for the next academic school year.

• Next Steps –Where do we go from here?

To ensure that Ramona Boulevard Elementary School increases student achievement and meet the goals and objectives of our School Improvement Plan, we will continue to focus on strategies as outlined above. In addition, suggestions from our stakeholders (parents, business partners, community and faith based organizations, faculty and staff members) will be utilized to further enhance our academic programs and build community support for the students of Ramona Boulevard Elementary School. The results/suggestions are as follows:

Please continue the following:

1. Tutoring for low performing students daily
2. Small Group/Differentiated Instruction
3. Hands-on activities
4. 90 minute reading block (uninterrupted)
5. Gizmo (Science and Math)
6. FCAT celebration to reward students
7. Grade Level Parent Conference Day/Nights
8. Incentive programs
9. Parent Resource Room

Please implement the following suggestions:

1. Enrichment Groups for High Performing Students
2. Saturday School Content Specific
3. FCAT Parent Night- February 7th day and night
4. Showcase students that are "experts" in their content Area.

#### *Development of this school improvement plan*

The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending and 5) evaluating. The SAC reviewed the school report card and provided input about areas of focus for the school improvement plan. The SAC committee determined that reading and writing should be our focus both during core instruction and during the extended hour we have each day.

#### *Preparation of the school's annual budget and plan*

The SAC committee reviews the schools allocation and discussion on excess funds are discussed and planned with the Principal

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

School Improvement funds received last year were allotted very late in the school Year. The committee met and voted for the funds to be used to increase student laptops in the school. A total of 16 student laptops were purchased and distributed to classrooms. Increasing technology in the school is a project the SAC committee is committed to this year.

#### ***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
Foley, Patricia-Cameron	Instructional Coach
Fountain, Kimberly	Teacher, K-12
Britton, Paula	Teacher, K-12
Collins, Angela	Teacher, K-12
Davis, Patrice	Teacher, K-12
Klein, Meagan	Teacher, K-12
Menendez, Ellen	Teacher, K-12
Morgan, Katherine	Teacher, K-12
Simon, anora	Teacher, K-12
West, Mary	Teacher, K-12
Diggs, Christine	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

reading and writing across the curriculum/in content areas

The Literacy Leadership Team will meet to review the most current data and problem solve ways to meet the needs of the students at the individual, class and school levels. The team will also brainstorm ways to provide enrichment to those students who are reading and writing at or above grade level. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy.

### 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**

Engage the full faculty in activities and discussions related to the school's mission, vision, and core values, Make new teachers feel welcome. Create—and support—meaningful opportunities for teachers to work collaboratively. Identify ways to increase and/or improve faculty communication. Choose a professional development model that promotes relationship building.

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

DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issues that the teacher may need to address or needs assistance.

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

Mr. Edwin Smith is a 2nd year physical education teacher at Ramona Elementary. He is paired with Mr. Kendall Parris, our fifth grade math teacher.

Mrs. Donalee Nobles is a 2nd year music teacher in a public school system. She will be working with Mrs. Wendy Gilbert, who has served as a Directing Teacher for pre-interns, interns and has served as a mentor for new teachers at Ramona Elementary in the past.

Ms. Karen Godfrey is a 2nd year art teacher at Ramona Elementary. She has been paired with Ms. Cameron Foley, our Reading Coach. Mrs. Foley has classroom experience at both the primary and intermediate levels.

Ms. Lara Mathis is a 1st year third grade teacher at Ramona Elementary. She has been paired with Ms. Patricia Foley, a CET trained Reading Coach.

Mrs. Heather Kennedy is completing her 2nd year as a Guidance Counselor at Ramona Elementary. She has been paired with Ms. Patrece Davis, VE Resource Teacher because Ms. Davis is familiar with the MTTs at Ramona and Duval County Schools.

Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Educator training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading and math coaches, guidance counselor and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

During the first forty-five days of school, school administration will conduct a formal evaluation. Data from the evaluation will be utilized to create Individualized Professional Development Plans for the new teachers.

Administrators will be reviewing data following each progress monitoring period; however, through observation (formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading or math coach; assignment to a mentor teacher; or assigned to ongoing professional development provided by the district.

## **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***

Ramona Boulevard Elementary uses the district mandated instructional materials and programs which are aligned to the Florida standards. Effective instruction begins with effective lesson planning, which entails unpacking the Florida standards to determine what students need to know and be able to do to master each standard required by law. District technology programs such as i-Ready and Florida Achieves assess students through a diagnostic to obtain the deficiencies students may have, once the deficiencies have been obtained the program assigns lessons to scaffold their learning through the vertical alignment of the Florida standards to fill in academic gaps.

#### **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***

Ramona uses data to provide and differentiate instruction to meet the diverse needs of students through a collection of data points such as informal (exit tickets, journal checks, conferencing with students), formal assessments (teacher made tests, district assessments, unit tests), and review of student work. These data points guide our next steps in instruction by informing us on the specific needs of our students. Once we collect the data, we disaggregate the data by creating an item analysis to get a closer look on what misconceptions need to be addressed with certain students, as well as, students who need enrichment to ramp them up. The disaggregated data collected guides our differentiated centers in Language Arts and Mathematics. Students in our Bottom Quartile as well as students who did not master standards meet with our Math Interventionist and instruction is modified through scaffolding.

Example: A group of 3rd grade students are showing deficiencies in the Domain of Operations and Algebraic Thinking, they are pulled in a teacher led group but the teacher will scaffold their learning by using 2nd grade materials from the 2nd Grade Ready Common Core in the Operations and Algebraic Thinking domain to fill in any gaps.

Example: During differentiated math centers, the teacher will differentiate the assignment by adjusting the numbers in the problem.

Problem: Carla has \_\_\_\_ pencils. She lost \_\_\_\_ pencils on the playground. How many pencils does she have now? The problem could be differentiated by quantities given to the students.

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



**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Kindergarten Students are utilizing whole group instruction with Sitton Spelling and will later use the Fountas and Pinnell Phonics Intervention materials.

Grade 1 small group instruction with I-Ready Toolbox, Jr. Great Books and Fountas and Pinnell Phonics Intervention

Grade 2 Direct Instruction utilizing SRA for students who made greater than 12 errors on the SRA Baseline, Jr. great Books, I-Ready Toolbox, and differentiated word work rotation activities

Small Group Instruction in Grades 3, 4, and 5

Group 1: Level 1 and Level 2 Reading students are participating in SRA

Group 2: Jr. Great books

Group 3: small group instruction in writing, writing rotation activities (grammar, planning, elements of expository writing) Achieve3000 and later Write to Learn

### **Strategy Rationale**

Students' needs can be best met when addressed in smaller, differentiated groups.

### **Strategy Purpose(s)**

- Instruction in core academic subjects

### **Person(s) responsible for monitoring implementation of the strategy**

Foley, Patricia-Cameron, foleyp@duvalschools.org

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

I-Ready progress monitoring

Grade 2: SRA Baseline Assessment

Ongoing Progress Monitoring:

Every 6 weeks, students in grades K-5 will complete a progress monitoring assessment based on the instructional program being utilized during their small group instruction

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Kindergarten students and their families will meet with school administration during the enrollment process to acclimate them to the vision and mission of our school. During this initial meeting, student placement is discussed to ensure the best teacher placement for the student.

During the spring before enrollment, local preschool children visited Ramona and took a tour of the school with their preschool teachers.

During the week of pre-planning, kindergarten students and their families were invited to come to school to meet their teacher and visit their classroom before the first day of school.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 40% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts. Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for ELA.
- G2.** 65% of the students will be proficient on the Mathematics Florida Standards Assessment (FSA). Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for Math.

## 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.** 40% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts. Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for ELA. 1a

G051771

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
AMO Reading - All Students	53.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	75.0

**Resources Available to Support the Goal** 2

- I-Ready
- LAFS
- Achive 3000
- Novel Studies
- Curriculum Guides
- Full Time Reading Coach

**Targeted Barriers to Achieving the Goal** 3

- Lack of content knowledge
- Lack of Rigorous Instruction and Assignments

**Plan to Monitor Progress Toward G1.** 8

Will collect and analyze CGA, I-Ready and Achieve Data to ensure targets are being me

**Person Responsible**

DeVonne Lampkin


**Schedule**

On 6/3/2015

**Evidence of Completion**

CGA data, I-Ready data, Achieve Data, Coaches Data boards

**G2.** 65% of the students will be proficient on the Mathematics Florida Standards Assessment (FSA). Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for Math. **1a**

 G046235

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	53.0
AMO Math - All Students	53.0
AMO Math - African American	48.0
AMO Math - ED	52.0
AMO Math - Hispanic	72.0
AMO Math - Hispanic	72.0
AMO Math - SWD	43.0
AMO Math - White	62.0
FSA - Mathematics - Proficiency Rate	65.0
Math Gains	80.0
Math Lowest 25% Gains	75.0

**Resources Available to Support the Goal** **2**

- Xtra Math
- Curriculum Guides
- Teach Like a Champion
- I-Ready
- MAFS
- Assignments Matter by Eleanor Dougherty
- An Observation Survey by Marie Clay
- Comprehension Tool Kit
- Full Time Math Coach
- Part Time Math Paraprofessional
- Ready Common Core
- Creating Good Questions by Peter Sullivan
- Better Learning Through Structured Teaching by Fisher Frey
- Mathematics Florida Standards

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Teacher Pedegogy
- Lack of Rigorous Instruction and Assignments
- A plethora of Ineffective Work Patterns
- Connecting Data to Instruction

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

District assessments which occur after each quarter, student work, teacher made assessments

**Person Responsible**

Amber Oneal

**Schedule**

Monthly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Student work with feedback (Shaping and ineffective)

## 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.** 40% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts. Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for ELA. **1**

 G051771

**G1.B1** Lack of content knowledge **2**

 B130253

**G1.B1.S1** Select appropriate instructional materials; Have Reading Coach develop and provide content-focused professional development and support; Enhance teacher content knowledge and skill through curriculum workshops; Supporting teachers through in-class coaching; and, Building capacity and support among administrators **4**

 S142288

### Strategy Rationale

With this extra support, teachers will learn more effective practices to apply to their daily instructional practices.

### Action Step 1 **5**

Facilitate Professional Development 180 minutes a month with each grade Level.

#### Person Responsible

Lashawn Russ

#### Schedule

On 6/3/2015

#### Evidence of Completion

Professional Development Agendas and Teacher Lessons

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

Review lesson planning and implementation

**Person Responsible**

Lashawn Russ

**Schedule**

On 6/3/2015

***Evidence of Completion***

Lesson plans, CGA data, Student work

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

Review lesson plans and coaches' logs

**Person Responsible**

DeVonne Lampkin

**Schedule**


On 6/3/2015

***Evidence of Completion***


Professional Development Agenda, Coaches Logs



**G1.B4 Lack of Rigorous Instruction and Assignments** 2

 B130261

**G1.B4.S1** Lesson planning using depth of lesson indicators, implementation of coaching cycle for instructional strategies and rigorous questioning, book study of Assignments Matter (3-5 ELA teachers) An Observation Survey (K-2). 4

 S142290

**Strategy Rationale**

By providing individualized coaching through implementing coaching cycles in instructional strategies, lesson planning, and rigorous questioning, rigor in instruction will increase along with teacher capacity. The book study will enable teachers to learn the importance of and how to create meaningful assignments.

**Action Step 1** 5

Coaching cycles will be implemented.

**Person Responsible**

Patricia-Cameron Foley

**Schedule**

On 6/3/2015

**Evidence of Completion**

teacher lesson plans, teacher-created assignments

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,

**Person Responsible**

Lashawn Russ

**Schedule**

**Evidence of Completion**

Walk-through feedback forms, student data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations

**Person Responsible**

Lashawn Russ


**Schedule**

On 6/3/2015


**Evidence of Completion**

CAST observation forms, walk-through forms, student data


**G2.** 65% of the students will be proficient on the Mathematics Florida Standards Assessment (FSA). Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for Math. 1

 G046235

**G2.B3** Lack of Teacher Pedagogy 2

 B114560

**G2.B3.S1** Coaches and Administrators will conduct professional development during PLCs and Wow Wednesday in : Unpacking Standards; Planning Using Item Specs with depth of Lesson Indicators, Demonstration Lessons; Co Teaching. 4

 S126103

**Strategy Rationale**

Through Coaching teacher pedagogy will increase

**Action Step 1 5**

Facilitate Professional Development 180 minutes a month with each grade Level.

**Person Responsible**

Lashawn Russ

**Schedule**

Biweekly, from 9/10/2014 to 6/3/2015

**Evidence of Completion**

Professional Development Agendas and Teacher Lesson Plans

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

Teacher Implementation of Lessons

**Person Responsible**

Lashawn Russ

**Schedule**

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

***Evidence of Completion***

CAST and Walk through forms

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

Teacher lesson plans and student work

**Person Responsible**

Lashawn Russ


**Schedule**

Quarterly, from 9/25/2014 to 6/4/2015


***Evidence of Completion***

CGA's, Teacher made Assessments, and Teacher's Lesson Plans

**G2.B6 Lack of Rigorous Instruction and Assignments** 2

 B114568

**G2.B6.S1** Lesson planning using depth of lesson indicators, implementation of coaching cycle for instructional strategies and rigorous questioning, book study of Assignments Matter (3-5 ELA teachers) An Observation Survey (K-2) or Good Questions for Math Instruction (K-5 math teachers) 4

 S126448

**Strategy Rationale**

By providing individualized coaching through implementing coaching cycles in instructional strategies, lesson planning, and rigorous questioning, rigor in instruction will increase along with teacher capacity. The book study will enable teachers to learn the importance of and how to create meaningful assignments.

**Action Step 1** 5

Coaching cycles will be implemented.

**Person Responsible**

Patricia-Cameron Foley

**Schedule**

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

**Evidence of Completion**

teacher lesson plans, teacher-created assignments

**Action Step 2** 5

A book study will be implemented with math teachers.

**Person Responsible**

Patricia-Cameron Foley

**Schedule**

Biweekly, from 11/19/2014 to 4/30/2015

**Evidence of Completion**

teacher created artifacts for each chapter, teacher-made assignments, teacher observations of students

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,

**Person Responsible**

Lashawn Russ

**Schedule**

Monthly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***

Walk-through feedback forms, student data

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,

**Person Responsible**

Lashawn Russ


**Schedule**

Monthly, from 9/15/2014 to 6/1/2015


***Evidence of Completion***

CAST observation forms, walk-through forms. student data

**G2.B9 Connecting Data to Instruction** 2

 B114576

**G2.B9.S1** Teachers will participate in quarterly data chats as well as weekly grade level PLCs in order to problem solve intervention effectiveness. 4

 S126115

**Strategy Rationale**

Progress monitoring is paramount in determining if students are benefiting appropriately from the typical instructional program, identifying students who are not making adequate progress and guiding the construction of effective intervention programs for students who are not profiting from typical instruction.

**Action Step 1** 5

Using and analyzing data to drive instruction

**Person Responsible**

Amber Oneal

**Schedule**

Weekly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Formal and Informal Assessment (Exit Tickets), student work

**Plan to Monitor Fidelity of Implementation of G2.B9.S1** 6

Facilitate professional development one hour per week per grade level team and/or with individual teachers to look review and analyze data.

**Person Responsible**

Amber Oneal

**Schedule**

Weekly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Data points such as: formal assessments (District assessments, teacher made assessments, unit tests), informal assessments (anecdotal notes, exit tickets), and/or student work.

**Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7**

Facilitate professional learning communities on a bi-weekly basis with each grade level for 55 minutes to focus on analyzing data to guide next steps in instruction such planning for core instruction, small group instruction, and differentiated centers

**Person Responsible**

Amber Oneal

**Schedule**

Biweekly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Student work, performance on district/school based assessments, reviewing the data board at the administrative, coach, and teacher level.

**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.B3.S1.A1	Facilitate Professional Development 180 minutes a month with each grade Level.	Russ, Lashawn	9/10/2014	Professional Development Agendas and Teacher Lesson Plans	6/3/2015 biweekly
G2.B9.S1.A1	Using and analyzing data to drive instruction	Oneal, Amber	9/18/2014	Formal and Informal Assessment (Exit Tickets), student work	6/5/2015 weekly
G2.B6.S1.A1	Coaching cycles will be implemented.	Foley, Patricia-Cameron	9/10/2014	teacher lesson plans, teacher-created assignments	6/1/2015 biweekly
G1.B1.S1.A1	Facilitate Professional Development 180 minutes a month with each grade Level.	Russ, Lashawn	9/1/2014	Professional Development Agendas and Teacher Lessons	6/3/2015 one-time
G1.B4.S1.A1	Coaching cycles will be implemented.	Foley, Patricia-Cameron	9/1/2014	teacher lesson plans, teacher-created assignments	6/3/2015 one-time
G2.B6.S1.A2	A book study will be implemented with math teachers.	Foley, Patricia-Cameron	11/19/2014	teacher created artifacts for each chapter, teacher-made assignments, teacher observations of students	4/30/2015 biweekly
G1.MA1	Will collect and analyze CGA, I-Ready and Achieve Data to ensure targets are being met	Lampkin, DeVonne	9/15/2014	CGA data, I-Ready data, Achieve Data, Coaches Data boards	6/3/2015 one-time
G1.B1.S1.MA1	Review lesson plans and coaches' logs	Lampkin, DeVonne	9/15/2014	Professional Development Agenda, Coaches Logs	6/3/2015 one-time
G1.B1.S1.MA1	Review lesson planning and implementation	Russ, Lashawn	9/15/2014	Lesson plans, CGA data, Student work	6/3/2015 one-time
G1.B4.S1.MA1	Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations	Russ, Lashawn	9/1/2014	CAST observation forms, walk-through forms, student data	6/3/2015 one-time
G1.B4.S1.MA1	Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,	Russ, Lashawn	9/1/2014	Walk-through feedback forms, student data	one-time

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.MA1	District assessments which occur after each quarter, student work, teacher made assessments	Oneal, Amber	9/18/2014	Student work with feedback (Shaping and ineffective)	6/5/2015 monthly
G2.B3.S1.MA1	Teacher lesson plans and student work	Russ, Lashawn	9/25/2014	CGA's, Teacher made Assessments, and Teacher's Lesson Plans	6/4/2015 quarterly
G2.B3.S1.MA1	Teacher Implementation of Lessons	Russ, Lashawn	9/15/2014	CAST and Walk through forms	6/5/2015 monthly
G2.B9.S1.MA1	Facilitate professional learning communities on a bi-weekly basis with each grade level for 55 minutes to focus on analyzing data to guide next steps in instruction such planning for core instruction, small group instruction, and differentiated centers	Oneal, Amber	9/18/2014	Student work, performance on district/ school based assessments, reviewing the data board at the administrative, coach, and teacher level.	6/5/2015 biweekly
G2.B9.S1.MA1	Facilitate professional development one hour per week per grade level team and/or with individual teachers to look review and analyze data.	Oneal, Amber	9/18/2014	Data points such as: formal assessments (District assessments, teacher made assessments, unit tests), informal assessments (anecdotal notes, exit tickets), and/or student work.	6/5/2015 weekly
G2.B6.S1.MA1	Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,	Russ, Lashawn	9/15/2014	CAST observation forms, walk-through forms. student data	6/1/2015 monthly
G2.B6.S1.MA1	Walk-throughs will be conducted to check for artifacts, rigor in lesson plans and teacher-created assignments, informal and formal observations,	Russ, Lashawn	9/8/2014	Walk-through feedback forms, student data	6/1/2015 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.** 40% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts. Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for ELA.

### **G1.B1** Lack of content knowledge

**G1.B1.S1** Select appropriate instructional materials; Have Reading Coach develop and provide content-focused professional development and support; Enhance teacher content knowledge and skill through curriculum workshops; Supporting teachers through in-class coaching; and, Building capacity and support among administrators

#### **PD Opportunity 1**

Facilitate Professional Development 180 minutes a month with each grade Level.

##### **Facilitator**

Patricia Foley, LaShawn Russ and DeVonne Lampkin

##### **Participants**

K-5 teachers

##### **Schedule**

On 6/3/2015

**G2.** 65% of the students will be proficient on the Mathematics Florida Standards Assessment (FSA). Ramona Boulevard Elementary will increase teacher effectiveness in delivering core and differentiated instruction through instructional rounding, implementation of the coaching cycle in all content areas, and the establishment of model classrooms for Math.

**G2.B3** Lack of Teacher Pedegogy

**G2.B3.S1** Coaches and Administrators will conduct professional development during PLCs and Wow Wednesday in : Unpacking Standards; Planning Using Item Specs with depth of Lesson Indicators, Demonstration Lessons; Co Teaching.

**PD Opportunity 1**

Facilitate Professional Development 180 minutes a month with each grade Level.

**Facilitator**

Foley, Patricia and O'Neal, Amber

**Participants**

K- 5 Teachers

**Schedule**

Biweekly, from 9/10/2014 to 6/3/2015

**G2.B6** Lack of Rigorous Instruction and Assignments

**G2.B6.S1** Lesson planning using depth of lesson indicators, implementation of coaching cycle for instructional strategies and rigorous questioning, book study of Assignments Matter (3-5 ELA teachers) An Observation Survey (K-2) or Good Questions for Math Instruction (K-5 math teachers)

**PD Opportunity 1**

Coaching cycles will be implemented.

**Facilitator**

Cameron Foley, Amber O'neal

**Participants**

teachers, paraprofessionals

**Schedule**

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

## PD Opportunity 2

A book study will be implemented with math teachers.

### Facilitator

Cameron Foley, Amber O'Neal

### Participants

teachers and paraprofessionals

### Schedule

Biweekly, from 11/19/2014 to 4/30/2015

## G2.B9 Connecting Data to Instruction

**G2.B9.S1** Teachers will participate in quarterly data chats as well as weekly grade level PLCs in order to problem solve intervention effectiveness.

## PD Opportunity 1

Using and analyzing data to drive instruction

### Facilitator

Amber O'Neal (Math Coach) Patricia Foley (Reading Coach)

### Participants

K-5 Teachers

### Schedule

Weekly, from 9/18/2014 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