

Clay County Schools

Clay Hill Elementary School



2015-16 School Improvement Plan

Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

<http://che.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	3%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Our mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls.

Provide the school's vision statement

The school district of Clay County exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Clay Hill Elementary learns about student cultures through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups. They have the opportunity to discuss ideas which helps them to foster a community of respect among peers. Teachers are also involved in conferences scheduled throughout the school year. Clay Hill likes to get to know parents/guardians through our annual Fall Festival, Orientation, Open House and various other parent involvement activities throughout the year.

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

Safety is of the utmost importance to the faculty and staff of Clay Hill Elementary. Teachers and parents work with the guidance counselor to create positive behavior plans as necessary. The teachers/staff are on duty in hallways, common areas/walkways and the bus loop both before and after school. Clay Hill Elementary helps create a safe environment through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups.

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

Clay Hill Elementary incorporates the use of "Show Your Pride" throughout the campus on a daily basis. The teachers establish procedures in their classrooms so that students know what is expected of them. The school handbook is incorporated into each student's agenda and reviewed the first two weeks of school in every classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Clay Hill Elementary fosters a positive atmosphere to meet the social and emotional needs of students through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups. They have the opportunity to discuss ideas

which helps them to foster a community of respect among peers. Teachers can work with the counselor and school psychologist to develop Tier 2 or Tier 3 behavior plans as necessary. The guidance counselor also works with students to help give guidance or mentor students with social-emotional needs.

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

The early warning system will include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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	
	6	Total
Attendance below 90 percent	12	12
One or more suspensions	3	3
Course failure in ELA or Math	3	3
Level 1 on statewide assessment	0	

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	7	7

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

- Attendance:
- Attendance Contract
 - Doctor's Note
 - Social Worker Referral
- Grades:
- Tutoring
 - Remediation
- Discipline

- Behavior Contract
- School Service Work
- Detention
- Saturday School
- Testing:
 - Intensive Reading
 - Intensive Math

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/202528>.

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

Clay Hill Elementary seeks to involve the family and community of Clay Hill through our Orientation, Open House, Fall Festival, PFA and various parent involvement activities planned throughout the year.

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:

Name	Title
Kendrick, Tracey	Principal
Wallace, Salli	SAC Member
Bowlin, Yvonne	Teacher, K-12
Ellis, Betsy	Teacher, K-12
Groover, Suzanne	Teacher, K-12
Pike, Paula	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Watson, Cindy	Teacher, K-12
Love, Elise	Assistant Principal

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR or FAIR alternative, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. The assistant principal will attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet with the teachers during their professional learning communities to review student data. At these meetings, administrators and teachers will look at specific student data and will initiate MTSS plans for those students who are struggling to meet grade level/course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Salli Wallace	Teacher
Jennifer Byers	Teacher
Deann Dupont	Education Support Employee
Laura Burns	Parent
Julie Mallory	Business/Community
Tracey Kendrick	Principal
Lisa Hansen	Parent
Crystal Evans	Parent
Alisa Parrish	Parent
Brandy Barron	Parent
Tammy Taylor	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

Copies of the School Improvement Plan are provided at each meeting for review and suggestions, comments, and questions are solicited from those in attendance at the meetings.

Development of this school improvement plan

SAC is given the opportunity to review and submit suggestions to the plan at the beginning of each school year. At the end of the school year, members are asked for further recommendations for the upcoming school year.

Preparation of the school's annual budget and plan

There is no budget provided for SAC for the 2015-2016 school year.

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

Funds were spent on classroom curriculum which directly resulted in student learning and progress to achieve the goals set forth in the SIP.

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:

Name	Title
Wallace, Salli	Teacher, K-12
Bowlin, Yvonne	Teacher, K-12
Ellis, Betsy	Teacher, K-12
Pike, Paula	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Taylor, Tammy	Instructional Media
Kendrick, Tracey	Principal
Groover, Suzanne	Teacher, K-12
Watson, Cindy	Teacher, K-12
Love, Elise	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will discuss and make suggestions for each grade level regarding:

- Independent libraries
- use of IDR time
- Destiny for ebooks
- promote reading paths for kids using iPads in 3rd-6th
- Reading A-Z
- PALS K-2
- Enrichment/remediation groups to reinforce struggling students

- PLCs
- Student talk vs. teacher talk
- reading, writing, thinking on a daily basis from district initiative
- Having students set reading goals and self-monitoring progress

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

Clay Hill Elementary has committed to an hour of common planning time once a week in grade-level groups. Meetings will include planning, implementation plan, and reflections. The teams work together at the beginning of the year to develop a community in their groups. Then, they will focus on planning instruction for the students based on student needs.

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

Through the use of PLC's, lesson studies, and grade level meetings Clay Hill will work to retain highly qualified teachers. As Clay Hill Elementary is a Title One School, it is required that all teachers are highly qualified.

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

In-coming teachers are paired with highly-qualified mentoring teachers who show an interest in being teacher-leaders. The pairings are based on similar grade-level bands (primary and intermediate). The teachers meet often to help facilitate the transition to the school and to better acclimate them to the school's culture.

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

In PLCs and independently, teachers review the standards and align curriculum to these standards. County Curriculum Maps are used as well as the framework for intentional teaching which allows teachers to adjust to shifts in standards. During our daily schedule, students have a literacy block of 150 minutes, 90 minutes which are uninterrupted. There are also links from the Curriculum Maps directly to CPALMS for further information and planning.

Instructional Strategies

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

Teachers plan collaboratively to facilitate learning for differentiated instruction during our weekly PLC. PLC Logs are kept to insure teacher attendance. Students are provided a daily IDR time to facilitate independent reading. Through planning, teachers offer differentiated instruction to insure that student needs are met at their instructional level. Common Assessments are frequently created by teachers

during PLCs. Data from county assessments such as Performance Matters and Clay Writes are used to monitor performance and help identify students that may need interventions.

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

Strategy: Extended School Day

Minutes added to school year: 24,120

This is a program funded through the 21st Century Community Learning Center. It is a state-funded program, under No Child Left Behind, designed to provide extended learning and enrichment opportunities to students and parents.

Strategy Rationale

The students need extra time outside of the classroom to practice skills they may not have learned during the school day. In addition, students are offered enrichment opportunities to broaden thinking.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kendrick, Tracey, tskendrick@oneclay.net

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

The teachers will collect reading and writing data to determine if the students are making progress through after school tutoring.

Student Transition and Readiness

PreK-12 Transition

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

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

At the end of each school year and during the summer, Clay Hill Elementary holds a pre-kindergarten enrollment and screening. At the beginning of the school year, Kindergarten offers staggered enrollment to help teachers acclimate new students to the school environment. Orientation for the beginning of school as well as Open House is organized to explore classrooms.

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' writing skills from the Fall 2015-16 One Clay Writes assessment to the Winter 2015-16 One Clay Writes assessment by incorporating writing throughout every content area and instructional fidelity of Being a Writer.
- G2.** Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs
- G3.** Increase student engagement through use of student engagement strategies and technology with all staff.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' writing skills from the Fall 2015-16 One Clay Writes assessment to the Winter 2015-16 One Clay Writes assessment by incorporating writing throughout every content area and instructional fidelity of Being a Writer. 1a

G071332

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	60.0

Resources Available to Support the Goal 2

- Being a Writer- Grades K-5 journals
- Allotted time within the ELA Block
- Focus for documenting writing assessments.
- PLC's discussing writing rubrics and student writing samples

Targeted Barriers to Achieving the Goal 3

- Prior data regarding writing assessments is not available uniformly school-wide.

Plan to Monitor Progress Toward G1. 8

Formative assessment and both local and district student performance data

Person Responsible

Tracey Kendrick

Schedule

Biweekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs.

G2. Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs 1a

G071333

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- Go Math IXL SuccessMaker Brain Pop!

Targeted Barriers to Achieving the Goal 3

- Time for training

Plan to Monitor Progress Toward G2. 8

Formative assessment and both local and district student performance data

Person Responsible

Tracey Kendrick

Schedule

Quarterly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs.

G3. Increase student engagement through use of student engagement strategies and technology with all staff. 1a

G071334

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	69.0

Resources Available to Support the Goal 2

- Framework for Intentional Teaching
- I pads and Netbooks

Targeted Barriers to Achieving the Goal 3

- The new FSA assessment is new to teachers. They are unfamiliar with the process used to evaluate students.

Plan to Monitor Progress Toward G3. 8

Formative assessment and both local and district student performance data

Person Responsible

Tracey Kendrick

Schedule

Biweekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the SWD students.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students' writing skills from the Fall 2015-16 One Clay Writes assessment to the Winter 2015-16 One Clay Writes assessment by incorporating writing throughout every content area and instructional fidelity of Being a Writer. **1**

 G071332

G1.B1 Prior data regarding writing assessments is not available uniformly school-wide. **2**

 B186008

G1.B1.S1 K-5 teachers use Being a Writer for continuous practice and implementation of writing strategies. All content area teachers will provide continuous opportunities for writing development. **4**

 S197415

Strategy Rationale

Through continuous practice, students will improve writing skills.

Action Step 1 **5**

Use PLC time to plan for implementation of citing text evidence in writing.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign-in Sheets of weekly PLC attendance and evidence of student writing work samples.

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Tracey Kendrick

Schedule

Biweekly, from 9/16/2015 to 5/11/2016


Evidence of Completion

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

G2. Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs **1**

 G071333

G2.B1 Time for training **2**

 B186009

G2.B1.S1 Weekly staff members are invited to join a PLC from 7:20-8:20am. **4**

 S197416

Strategy Rationale

Action Step 1 **5**

Weekly staff members are encouraged to join a PLC from 7:20-8:20am.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign in sheets

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.

Person Responsible

Tracey Kendrick

Schedule

Biweekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Tracey Kendrick

Schedule

Monthly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

G3. Increase student engagement through use of student engagement strategies and technology with all staff.

1

G071334

G3.B1 The new FSA assessment is new to teachers. They are unfamiliar with the process used to evaluate students.

2

B186010

G3.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. They will discuss ways to incorporate technology into their lessons.

4

S197417

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionally and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1

5

Weekly PLCs focused around the framework for intentional teaching and incorporating engagement strategies through the use of technology.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Walk through and observation data

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Tracey Kendrick

Schedule

Biweekly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use PLC time to plan for implementation of citing text evidence in writing.	Kendrick, Tracey	9/16/2015	Sign-in Sheets of weekly PLC attendance and evidence of student writing work samples.	5/11/2016 weekly
G2.B1.S1.A1	Weekly staff members are encouraged to join a PLC from 7:20-8:20am.	Kendrick, Tracey	9/16/2015	Sign in sheets	5/11/2016 weekly
G3.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching and incorporating engagement strategies through the use of technology.	Kendrick, Tracey	9/16/2015	Walk through and observation data	5/11/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Formative assessment and both local and district student performance data	Kendrick, Tracey	9/16/2015	Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs.	5/11/2016 biweekly
G1.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Kendrick, Tracey	9/16/2015	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/11/2016 biweekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.	Kendrick, Tracey	9/16/2015	Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/11/2016 weekly
G2.MA1	Formative assessment and both local and district student performance data	Kendrick, Tracey	9/16/2015	Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs.	5/11/2016 quarterly
G2.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Kendrick, Tracey	9/16/2015	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/11/2016 monthly
G2.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.	Kendrick, Tracey	9/16/2015	Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/11/2016 biweekly
G3.MA1	Formative assessment and both local and district student performance data	Kendrick, Tracey	9/16/2015	Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs. Both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the SWD students.	5/11/2016 biweekly
G3.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Kendrick, Tracey	9/16/2015	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/11/2016 biweekly
G3.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.	Kendrick, Tracey	9/16/2015	Sign-in sheets will be collected, PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/11/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students' writing skills from the Fall 2015-16 One Clay Writes assessment to the Winter 2015-16 One Clay Writes assessment by incorporating writing throughout every content area and instructional fidelity of Being a Writer.

G1.B1 Prior data regarding writing assessments is not available uniformly school-wide.

G1.B1.S1 K-5 teachers use Being a Writer for continuous practice and implementation of writing strategies. All content area teachers will provide continuous opportunities for writing development.

PD Opportunity 1

Use PLC time to plan for implementation of citing text evidence in writing.

Facilitator

Administration

Participants

All teachers

Schedule

Weekly, from 9/16/2015 to 5/11/2016

G3. Increase student engagement through use of student engagement strategies and technology with all staff.

G3.B1 The new FSA assessment is new to teachers. They are unfamiliar with the process used to evaluate students.

G3.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. They will discuss ways to incorporate technology into their lessons.

PD Opportunity 1

Weekly PLCs focused around the framework for intentional teaching and incorporating engagement strategies through the use of technology.

Facilitator

Administrators

Participants

All teachers

Schedule

Weekly, from 9/16/2015 to 5/11/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Use PLC time to plan for implementation of citing text evidence in writing.	\$0.00
2	G2.B1.S1.A1	Weekly staff members are encouraged to join a PLC from 7:20-8:20am.	\$0.00
3	G3.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching and incorporating engagement strategies through the use of technology.	\$0.00
Total:			\$0.00