Clay County Schools

W E Cherry Elementary School

2015-16 School Improvement Plan

W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

http://wec.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

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

Table of Contents

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 experience 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. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long 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

We host parent involvement nights and send a survey after each one. Teachers have parent conferences for each of their students. The new curriculum involves turn-and-talk components for students to share, which promotes social emotional learning. Classroom libraries are built on student interest surveys. At the beginning of the year, teachers plan get-to-know-you activities in the classroom.

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

A detailed before and after school duty schedule is set at the beginning of the school year, so adult supervision is present on campus. Students are never allowed to be on campus alone. Students must always have an adult or classmate with them during the school day.

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

Posters with clear behavioral expectations can be found in all homerooms. The posters have three sections with details: Rules, Consequences and Rewards. Students stay engaged in the classroom through rigorous learning experiences. Some teachers are trained and facilitate the CHAMPS framework.

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

The Making Meaning curriculum contains social and emotional components. There is a Positive Behavioral Support System in place. School council focuses on improving the school in various ways.

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:
*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.
Apply to sixth grade, how do we track, sheet has descriptors, FOCUS,

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	6	6
One or more suspensions	2	2
Course failure in ELA or Math	1	1
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	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

For Attendance:
Attendance contact
Doctor's Note required
For Grades:
Tutoring
Remediation
For Discipline:
Discipline contact
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 available at the school site.

Description

See Parent Involvement Plan

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

The school holds a parent volunteer meeting to introduce parents/community members to the school. Fliers are handed out and one on one meetings take place to involve the community and build partnerships.
A volunteer coordinator works with parents and community members. Parents are informed how to access the parent portal and school website. If needed, they may use school computers. WEC has partnered with various community churches, that have supported teachers and students with supplies. Mentors from a local church pull students on a weekly basis to counsel and encourage.

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
Whiddon, Angie	Principal
Lee, Kristie	Teacher, K-12
Cebulskie, Elizabeth	Teacher, K-12
Cummings, Katheryn	Teacher, K-12
Gillander, Brenda	Teacher, K-12
Eason, Jarrod	Assistant Principal
Thomas, Emily	Teacher, K-12

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, K-6 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal.

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 monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly 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.
Enrichment/after school tutoring provided by Title I
Substitute money provided by State and local funds for common planning and professional development
Title I teachers and Assistants for small groups in the classrooms
Parent Involvement Nights to inform Parents about Curriculum and Reading
SIPPS program purchased through Title 1 to assist K-2 with phonics
Comprehension Toolkit purchased for grades 3-6 for reading intervention

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jill Worley	Teacher
Ana Aguirre	Parent
Walter Aguirre	Parent
Kristie Lee	Teacher
Kimberly Merrill	Parent
Suzette Nelson	Parent
Dawn Smith	Parent
Cherita Winchester	Parent
Jarrod Eason	Principal
Emily Thomas	Teacher
Shauntai Arrington	Parent
Ericka Locklear	Parent
Angela MaGee	Parent
Waleska Ortiz	Parent
April Pearson	Education Support Employee
Melissa Williams	Parent
Shirley Wright	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

Reviewed last years school improvement plan. Plan was implemented successfully.

Development of this school improvement plan

All SAC members are presented with a rough draft of the SIP. Co-chairs present the different portions of the plan and ask for approval. All teachers, parents, community members, etc. must approve the sections in order for us to make our SIP final. Questions and comments/changes are asked after explanation is given and if there are changes, a majority vote is taken to change the document. Every year a climate survey is sent out to the WEC faculty, parents, and a select population of students to complete. Based upon the survey, the SAC committee meets to investigate the trends of achievements and/or improvements needing to be made to improve WEC's academics as well as climate and culture.

Preparation of the school's annual budget and plan

Textbook money was utilized to purchase science reproducible books.

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

No school improvement funds were allocated last 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:

Name	Title
Whiddon, Angie	Principal
Worley, Jill	Teacher, K-12
Lee, Kristie	Teacher, K-12
Cebulskie, Elizabeth	Teacher, K-12
Cummings, Katheryn	Teacher, K-12
Gillander, Brenda	Teacher, K-12
Eason, Jarrod	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will work to effectively integrate the MTSS process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. The LLT will plan a Literacy Week including a Literacy Night for parents and students to attend. With the new Making Meaning curriculum, students are reading, writing and thinking everyday.

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

Teachers have one hour PLCs that are committed to learning new standards, creating new assessments, and discussing a variety of topics such as struggling students, successes in the classroom and lesson ideas.

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

New teachers are paired with mentor teachers to explain procedures and help with instructional questions. Administration also uses the BEST program to pair mentor teachers with new teachers. Administration provides all available resources and support to new teachers. Administration attends yearly teacher recruitment fairs and maintains resumes of highly qualified teachers. Administration works to ensure staff feel supported in order to retain highly qualified staff.

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

Mentor teachers are provided when required. Teachers who are new to the district or are first year teachers are matched up with a peer teacher.

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

Sixth grade teachers meet in PLCs to discuss how they are teaching Florida's standards. They review the standards and curriculum maps, framework for shifts in practice, the literacy block and the math curriculum.
They turn in a PLC log after each meeting. Teachers share materials, lessons, and ideas on Google Drive.

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 use an intentional teaching framework. IDR time is different for each student, allowing teachers to conference, and monitor progress of individual students. Teachers differentiate instruction to meet the needs of all students to help them attain the proficient or advanced level on state assessments.

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

Strategy: After School Program

Minutes added to school year: 3,780

Increase students overall ability levels in reading, math, and science.

Strategy Rationale

Utilize one on one activities, small group instruction, and enrichment activities to increase students overall academic abilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Whiddon, Angie, awhiddon@oneclay.net

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

Data will be monitored weekly by extended day teachers using Waggle.
2015-2016 FSA Scores will determine effectiveness.
Teacher Observation

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

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skill to work on at home. Parent and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include the Florida Assessments for Instruction in Reading (FAIR) and a Math Diagnostic Test. Students with low reading readiness are given supplemental intensive reading instruction using SRA, SIPPS, and/or other research based programs. The Florida Kindergarten Readiness Screener (FLKRS) and SIPPS diagnostic is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title 1 funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

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

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 through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.

G2.   Increase Reading Scores by utilizing student engagement strategies in the classroom and incorporating the Making Meaning reading program

G3.   Increase Math scores through technology

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 through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math. 1a

G071344

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal 2

- Being a Writer, Journaling in Content Areas, The 120 Minute Literacy Block, Title I teachers for small groups, 30 minute Common Planning blocks K-6, FSA Tutoring, Parent Involvement nights

Targeted Barriers to Achieving the Goal 3

- Teacher level of expertise and teaching out of comfort zone

Plan to Monitor Progress Toward G1. 8

Quarterly grade sheets

Person Responsible

Angie Whiddon

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Quarterly grade sheets

G2. Increase Reading Scores by utilizing student engagement strategies in the classroom and incorporating the Making Meaning reading program 1a

🔍 G071345

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal 2

- Making Meaning, Reading A-Z Licenses, Reading PD, Comprehension Toolkit, Title I push in for small groups, tutoring after school

Targeted Barriers to Achieving the Goal 3

- Students that are reading below grade level

Plan to Monitor Progress Toward G2. 8

Formative assessments and both local and district student performance data will be utilized through monthly data meetings with each grade level

Person Responsible

Angie Whiddon

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Formative assessment will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the lowest quartile students in reading.

G3. Increase Math scores through technology `1a`

🔍 G071346

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	65.0

Resources Available to Support the Goal `2`

- Computer programs and iPads

Targeted Barriers to Achieving the Goal `3`

- Limited number of iPads and computer labs and lack of training on the technology

Plan to Monitor Progress Toward G3. `8`

PLCs to discuss implementation and progress of using technology to increase math scores.

Person Responsible

Angie Whiddon

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

PLC agenda and sign-in sheet

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 through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math. `1`

🔑 G071344

G1.B1 Teacher level of expertise and teaching out of comfort zone `2`

🔑 B186023

G1.B1.S1 All teachers will spend time in PLCs to collaborate on the components of the framework and will plan lessons using the framework components to implement in the classroom each week. All K-5 teachers are using the district adopted writing program (Being A Writer), which helps to incorporate writing in all subject areas. `4`

🔑 S197431

Strategy Rationale

When teachers spend structured time collaborating around teaching and learning 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`

Walkthroughs. School leaders will monitor teachers implementation of lessons and framework in the classroom. PLC logs.

Person Responsible

Jarrod Eason

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Administration will provide feedback to teachers on the implementation of the framework components and the collaborative classroom principles based on their observations from Walkthroughs.

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

Journal entries and ELA FSA results.

Person Responsible

Angie Whiddon

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Copies of sample Journal Entries and ELA FSA results.

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

ELA FSA Assessment

Person Responsible

Angie Whiddon

Schedule

On 5/27/2016

Evidence of Completion

Results from ELA FSA Assessment

G2. Increase Reading Scores by utilizing student engagement strategies in the classroom and incorporating the Making Meaning reading program 1

🔑 G071345

G2.B1 Students that are reading below grade level 2

🔑 B186024

G2.B1.S1 DRA Lower Quartile students, new students, and students that are not meeting 70% on assessments (school & district) to identify which students are below grade level and match high interest text to their reading level for independent reading 4

🔑 S197432

Strategy Rationale

Student collaboration increases student learning

Action Step 1 5

Lowest Quartile students work in small group instruction

Person Responsible

Angie Whiddon

Schedule

Daily, from 10/5/2015 to 5/27/2016

Evidence of Completion

Quarterly Grade sheets

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

Running Records, Administrative Walkthroughs, logs for each PLC

Person Responsible

Angie Whiddon

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Sign in sheets and agenda will be collected after PLC to serve as documentation Administration will provide feedback from Walkthroughs

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

Classroom Walkthroughs, Formative assessment data analyzed at PLCs

Person Responsible

Angie Whiddon

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

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

G3. Increase Math scores through technology `1`

🔑 G071346

G3.B1 Limited number of iPads and computer labs and lack of training on the technology `2`

🔑 B186025

G3.B1.S1 Implement teacher training on computer programs and iPads. `4`

🔑 S197433

Strategy Rationale

Teachers need to be able to use the technology to make it effective for student growth in math.

Action Step 1 `5`

Technology training on Waggle program

Person Responsible

Jarrod Eason

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Sign-in sheet, follow-up forms

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

Administration WalkThroughs and Professional Development Follow-Up Forms

Person Responsible

Jarrod Eason

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Administration feedback from WalkThroughs and Professional Development Follow-Up
Forms

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

Math FSA

Person Responsible

Angie Whiddon

Schedule

On 5/27/2016

Evidence of Completion

Math FSA reports

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	Walkthroughs. School leaders will monitor teachers implementation of lessons and framework in the classroom. PLC logs.	Eason, Jarrod	10/5/2015	Administration will provide feedback to teachers on the implementation of the framework components and the collaborative classroom principles based on their observations from Walkthroughs.	5/27/2016 quarterly
G2.B1.S1.A1	Lowest Quartile students work in small group instruction	Whiddon, Angie	10/5/2015	Quarterly Grade sheets	5/27/2016 daily
G3.B1.S1.A1	Technology training on Waggle program	Eason, Jarrod	10/5/2015	Sign-in sheet, follow-up forms	5/27/2016 quarterly
G1.MA1	Quarterly grade sheets	Whiddon, Angie	10/5/2015	Quarterly grade sheets	5/27/2016 monthly
G1.B1.S1.MA1	ELA FSA Assessment	Whiddon, Angie	5/27/2016	Results from ELA FSA Assessment	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Journal entries and ELA FSA results.	Whiddon, Angie	10/5/2015	Copies of sample Journal Entries and ELA FSA results.	5/27/2016 weekly
G2.MA1	Formative assessments and both local and district student performance data will be utilized through monthly data meetings with each grade level	Whiddon, Angie	10/5/2015	Formative assessment will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the lowest quartile students in reading.	5/27/2016 weekly
G2.B1.S1.MA1	Classroom Walkthroughs, Formative assessment data analyzed at PLCs	Whiddon, Angie	10/5/2015	Classroom Walkthroughs on the framework and the principles of the collaborative classroom will be done, Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/27/2016 weekly
G2.B1.S1.MA1	Running Records, Administrative Walkthroughs, logs for each PLC	Whiddon, Angie	10/5/2015	Sign in sheets and agenda will be collected after PLC to serve as documentation Administration will provide feedback from Walkthroughs	5/27/2016 weekly
G3.MA1	PLCs to discuss implementation and progress of using technology to increase math scores.	Whiddon, Angie	10/5/2015	PLC agenda and sign-in sheet	5/27/2016 weekly
G3.B1.S1.MA1	Math FSA	Whiddon, Angie	10/5/2015	Math FSA reports	5/27/2016 one-time
G3.B1.S1.MA1	Administration WalkThroughs and Professional Development Follow-Up Forms	Eason, Jarrod	10/5/2015	Administration feedback from WalkThroughs and Professional Development Follow-Up Forms	5/27/2016 quarterly

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.

G3. Increase Math scores through technology

G3.B1 Limited number of iPads and computer labs and lack of training on the technology

G3.B1.S1 Implement teacher training on computer programs and iPads.

PD Opportunity 1

Technology training on Waggle program

Facilitator

Jarrod Eason

Participants

Classroom teachers

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

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	Walkthroughs. School leaders will monitor teachers implementation of lessons and framework in the classroom. PLC logs.	$0.00
2	G2.B1.S1.A1	Lowest Quartile students work in small group instruction	$0.00
3	G3.B1.S1.A1	Technology training on Waggle program	$0.00
		Total:	$0.00