Lake Asbury Elementary School

2015-16 School Improvement Plan

Lake Asbury Elementary School

2901 SANDRIDGE RD, Green Cove Springs, FL 32043

http://lae.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	36%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 increase the academic achievement of all students. Lake Asbury Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic success within a safe and inviting environment.

Provide the school's vision statement

Lake Asbury Elementary School exists to prepare life-long learners for personal success in a global and a diverse society.

School Environment

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

Lake Asbury Elementary recognizes varying cultures through the ELL screen process and parent conferences. Relationships are built with students through a climate of respect, where students are recognized for their achievements and supported through their challenges.

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

Students feel safe and respected on our campus, through the consistent monitoring by the faculty before and after school. Issues and concerns of safety and bullying are dealt with by administration.

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

RAM Pride is the school wide behavior plan incorporating school wide rules. These rules are reviewed during the first week of school by the assistant principal with each grade level. Teachers give explicit instruction of school expectations to their homerooms, using common lessons provided by administration. Students recite the Ram Pledge daily. A common signal is used school wide to gain attention. Ram Pride rules are in place for the cafeteria. Students are rewarded for good behavior monthly with Race to the Ram. Respectful Rams rewards students exhibiting Ram Pride and are recognized through the daily news broadcast.

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

School counselors provide classroom guidance lessons, small group and individual counseling. Additionally through the DOD grant a mental health counselor provides individual and group counseling to our military students. Additionally, the Collaborative Classroom instructional materials are consistently utilized in grades K-6. These materials systematically integrate Social and Emotional Learning components to introduce and reinforce appropriate social/personal skills and relationships between and among students.

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	10	10
One or more suspensions	10	10
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 6	Total
Students exhibiting two or more indicators	5	5

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
Social Worker Referral
For Grades:
Tutoring
Remediation
For Discipline:
Discipline 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?

No

PIP Link

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

Description

PFA
Parent Link
Website
Tuesday Folders
Remind
Planners
Open House/Orientation
SAC Committee
Facebook

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

LAE works with local businesses to provide our students with real world experiences such as banking, money management, health and safety, STEM skills, and physical fitness. Our business partners include: Asbury Family Dentistry, Creek Life Food Shack, Grace Life Church, Jump Zone, Lake Asbury Food Mart, The Golf Academy of North Florida, and The Little Gym.

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
Lawson, Sarah	Principal
Reed, Adele	Assistant Principal
Addison, Ivonne	Teacher, K-12
Fox, Janet	Teacher, K-12
Corby, Lynn	Teacher, K-12
Grelli, Audra	Teacher, K-12
Carberry, Debbie	Teacher, K-12
English, Melissa	Teacher, K-12
Yost, Rhoda	Teacher, K-12
Halter, Jonathan	Teacher, K-12
Dicks, Terri	Teacher, K-12
O'Nora, Erin	Teacher, ESE
Francisco, Kristen	Teacher, ESE
Snow, Nancy	Teacher, K-12
Urfer, Brenna	Teacher, ESE
Leone, Casey	Teacher, ESE
Lamm, Sheila	Teacher, K-12

Duties

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

School leaders meet monthly to discuss the current implementation of instructional initiatives, formative data, and ongoing progress monitoring. The intervention team facilitator supports teachers in writing Tier 3. The reading MTSS coach provides training on the MTSS process and assists in coordinating interventions. The school psychologist is available to monitor behavioral issues as well as support teachers in completing Tier 3 plans. Administration monitors all Tier 2 and Tier 3 students.

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

Examine Tier 1 data after each assessment period; in addition monthly data meetings with each grade level to monitor any students requiring Tier 2 or Tier 3 services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarah Lawson	Principal
Casey Leone	Teacher
Deanna Foerman	Teacher
Heather Wells	Teacher
Melissa English	Teacher
Mike Laflamme	Business/Community
Shannon Nazario	Parent
Cindy Lewis	Parent
Denise Ferraro	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The committee reviewed the plan for last year and agreed that the goals were valuable and worth continuing for the 2015-2016 school year. Lake Asbury continues to be a school that focuses on student learning.

Development of this school improvement plan

Several members of the SAC look at data and determine action steps for the school improvement plan. All members of SAC are informed of action steps and will improve the plan.

Preparation of the school's annual budget and plan

NA

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

NA

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
Lamm, Sheila	Teacher, K-12
Corby, Lynn	Teacher, K-12
Addison, Ivonne	Teacher, K-12
Lawson, Sarah	Principal
Fox, Janet	Teacher, K-12
Grelli, Audra	Teacher, K-12
Carberry, Debbie	Teacher, K-12
English, Melissa	Teacher, K-12
Yost, Rhoda	Teacher, K-12
Halter, Jonathan	Teacher, K-12
Dicks, Terri	Teacher, K-12
O'Nora, Erin	Teacher, ESE
Francisco, Kristen	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Reading Rally
Reading Committee
leveled libraries
opportunities for teachers to observe Model Coach
students use IDR time to enhance and enrich their reading skills
One on one conferencing about reading with students
Being A Writer
LAE is a MM Model School

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

All faculty participate in weekly PLCs driven by student need and teacher choice.

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

Administrators maintain resumes of highly qualified teachers. Administrators work to ensure that all staff/faculty feel supported, through the provision of adequate instructional resources and consistent administrative feedback in order to retain highly qualified staff.

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

Team leaders mentor new members of their team; additional mentor/mentee partners as needed. Beginning teachers participate in the district-wide BEST program.

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

Clay County Curriculum Maps
Structures in place with PLC Logs
Framework for intentional teaching
Literacy block-150 mins
Intensive reading for students scoring Level 1
CPALMS
Provision of core adoption materials
OneClay U

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 look at classroom data and form small groups based on instructional needs of students. Teachers conference with students on a one-on-one basis to ensure each student's needs are meet at their level.

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: 4,000

We plan to offer before and/or after school tutoring in the computer lab.

Strategy Rationale

Additional time to work one on one with students to fill learning gaps.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Computer-based programs will collect and analyze data. Teachers will use this data to determine effectiveness and make instructional decisions.

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

LAE administers a Pre-K and Kindergarten screening tool to determine the readiness of each child coming into a Kindergarten program. LAE offers Open House and Orientation as a way for parents and teachers to form a positive relationship. Kindergarten parent night orients them to expectations of the elementary school environment.

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.

761

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:

  •

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 faculty and student collaboration within the classroom.

G2.   Increase student engagement in all content areas and grade levels.

G3.   Increase faculty knowledge in Florida State Standards.

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 faculty and student collaboration within the classroom. `1a`

Targets Supported `1b`

G071353

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	70.0
Highly Effective Teachers (Performance Rating)	70.0

Resources Available to Support the Goal `2`

- PLCs, Model School Commitment, Making Meaning, Being A Writer, Framework for Intentional Teaching, SCM Training

Targeted Barriers to Achieving the Goal `3`

- Teacher expertise on the components of the framework, and research-based strategies for increasing achievement, engagement, and safe physical management.

Plan to Monitor Progress Toward G1. `8`

Formative Assessments using both local and district student performance data

Person Responsible
Sarah Lawson

Schedule
Weekly, from 8/26/2015 to 5/25/2016

Evidence of Completion
Teachers will develop formative assessments during PLCs. Student work from the assessment will be looked at during the PLCs, as well as District and School Benchmark data. Teachers will track the student gains in Reading and Math.

Plan to Monitor Progress Toward G1. `8`

SCM Event data

Person Responsible
Adele Reed

Schedule
Annually, from 11/10/2015 to 6/3/2016

Evidence of Completion
Documentation of SCM events at LAE during the 15-16 S/Y.

G2. Increase student engagement in all content areas and grade levels. [1a]

G071354

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal [2]

- District Framework for Intentional Teaching

Targeted Barriers to Achieving the Goal [3]

- Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies.

Plan to Monitor Progress Toward G2. [8]

Formative assessments, and both local and district student performance data
Monthly data meetings with each grade level

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

New- Formative assessments 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 faculty knowledge in Florida State Standards. `1a`

🔍 G071355

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Monthly PLC's to highlight various strategies to increase knowledge of common core curriculum. At least one teacher from each grade level has had training in Common Core and will provide support to faculty, CPALMS, OneClayU

Targeted Barriers to Achieving the Goal `3`

- Comfort level of faculty.

- Knowledge of resources for standards-based instruction

Plan to Monitor Progress Toward G3. `8`

Teacher observation; Documentation in Lesson Plans.

Person Responsible
Adele Reed

Schedule
Annually, from 8/19/2015 to 5/25/2016

Evidence of Completion
Walk through data; instructional appraisal tool; Lesson plans with documentation of common core.

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 faculty and student collaboration within the classroom. 1

🔑 G071353

G1.B1 Teacher expertise on the components of the framework, and research-based strategies for increasing achievement, engagement, and safe physical management. 2

🔑 B186034

G1.B1.S1 Teachers will spend 1 hour per week collaborating the five components of the framework and plan lessons using the framework components to implement in the classroom each week. 4

🔑 S197441

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both teaching practices and student achievement improve. The framework for intentional teaching provides teachers with strategies needed to improve student achievement withing the classroom.

Action Step 1 5

Weekly PLCs focused on Framework for Intentional Teaching.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

PLC logs, student 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 PLC Meeting Log each week.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Sign In Sheets, PLC Logs

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

Classroom Learning Walks, Formative Assessment data analyzed at the PLC Meetings

Person Responsible

Sarah Lawson

Schedule

Weekly, from 10/30/2015 to 5/25/2016

Evidence of Completion

Classroom walk throughs on the intentional framework will be done biweekly. Feedback will be given to the teachers on collaborative classroom principles.

G1.B1.S2 Site-based SCM trainers will attend recertification training to maintain current knowledge and practice of safe physical management of students. These teachers will cross-train and collaborate with colleagues to ensure consistency and fidelity of implementation within our school and district. 4

S197442

Strategy Rationale

Teachers must be adequately trained to safely manage student behaviors when significant circumstances require intensive student supports.

Action Step 1 5

SCM Trainer Recertification

Person Responsible

Adele Reed

Schedule

On 11/10/2015

Evidence of Completion

Teacher will provide documentation of training and provide training opportunities for classroom teacher subsequent to recertification. These will be evidence in Navigator Plus and through sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

SCM implementation and cross-training.

Person Responsible

Adele Reed

Schedule

Annually, from 11/11/2015 to 6/3/2016

Evidence of Completion

Documentation of SCM incidents, ongoing SCM training within Clay County.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Effective execution of SCM, when appropriate; accuracy and timeliness of SCM reporting.

Person Responsible

Adele Reed

Schedule

Annually, from 11/11/2015 to 6/3/2016

Evidence of Completion

Documentation of SCM events at LAE during the 15-16 S/Y.

G2. Increase student engagement in all content areas and grade levels. `1`

G071354

G2.B1 Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies. `2`

B186035

G2.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. `4`

S197443

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality 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

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Walk through and observation data

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

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

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

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Classroom Walk throughs 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 faculty knowledge in Florida State Standards. [1]

G071355

G3.B1 Comfort level of faculty. [2]

B186036

G3.B1.S1 Teachers will be supported in common core curriculum. [4]

S197444

Strategy Rationale

Action Step 1 [5]

All professional development will be common core related.

Person Responsible

Adele Reed

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Agenda's for professional development; meetings

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

Local curriculum council meetings. Informal discussions with administration; collegial conversations

Person Responsible

Adele Reed

Schedule

Monthly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Curriculum council agendas and minutes

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

Walkthroughs and observations

Person Responsible

Adele Reed

Schedule

Monthly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Data from walk throughs and teacher observation

G3.B2 Knowledge of resources for standards-based instruction `2`

🔑 B186037

G3.B2.S1 All teachers will be provided with routine support for resources related to standards based instruction. `4`

🔑 S197445

Strategy Rationale

Action Step 1 `5`

Support for resources such as CPALMS and OneClayU will be provided to teachers, as well as support from district curriculum specialists.

Person Responsible

Adele Reed

Schedule

On 5/25/2016

Evidence of Completion

Student work samples, lesson plans, administrative walk-throughs and observations

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

Administration will monitor weekly PLC logs for evidence of standards-based instruction

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

PLC logs

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

Administration will conduct classroom visits (walk-throughs and observations) in order to monitor effectiveness.

Person Responsible

Adele Reed

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

walk-through logs

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	Weekly PLCs focused on Framework for Intentional Teaching.	Lawson, Sarah	8/19/2015	PLC logs, student samples	5/25/2016 weekly
G1.B1.S2.A1	SCM Trainer Recertification	Reed, Adele	11/9/2015	Teacher will provide documentation of training and provide training opportunities for classroom teacher subsequent to recertification. These will be evidence in Navigator Plus and through sign-in sheets.	11/10/2015 one-time
G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	Lawson, Sarah	8/26/2015	Walk through and observation data	5/25/2016 weekly
G3.B1.S1.A1	All professional development will be common core related.	Reed, Adele	8/19/2015	Agenda's for professional development; meetings	5/25/2016 weekly
G3.B2.S1.A1	Support for resources such as CPALMS and OneClayU will be provided to	Reed, Adele	8/19/2015	Student work samples, lesson plans, administrative walk-throughs and observations	5/25/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers, as well as support from district curriculum specialists.				
G1.MA1	Formative Assessments using both local and district student performance data	Lawson, Sarah	8/26/2015	Teachers will develop formative assessments during PLCs. Student work from the assessment will be looked at during the PLCs, as well as District and School Benchmark data. Teachers will track the student gains in Reading and Math.	5/25/2016 weekly
G1.MA2	SCM Event data	Reed, Adele	11/10/2015	Documentation of SCM events at LAE during the 15-16 S/Y.	6/3/2016 annually
G1.B1.S1.MA1	Classroom Learning Walks, Formative Assessment data analyzed at the PLC Meetings	Lawson, Sarah	10/30/2015	Classroom walk throughs on the intentional framework will be done biweekly. Feedback will be given to the teachers on collaborative classroom principles.	5/25/2016 weekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one PLC Meeting Log each week.	Lawson, Sarah	8/19/2015	Sign In Sheets, PLC Logs	5/25/2016 weekly
G1.B1.S2.MA1	Effective execution of SCM, when appropriate; accuracy and timeliness of SCM reporting.	Reed, Adele	11/11/2015	Documentation of SCM events at LAE during the 15-16 S/Y.	6/3/2016 annually
G1.B1.S2.MA1	SCM implementation and cross-training.	Reed, Adele	11/11/2015	Documentation of SCM incidents, ongoing SCM training within Clay County.	6/3/2016 annually
G2.MA1	Formative assessments, and both local and district student performance data Monthly data meetings with each grade level	Lawson, Sarah	8/19/2015	New- Formative assessments 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.	5/25/2016 biweekly
G2.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Lawson, Sarah	8/19/2015	Classroom Walk throughs 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.	5/25/2016 weekly
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.	Lawson, Sarah	8/19/2015	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.	5/25/2016 weekly
G3.MA1	Teacher observation; Documentation in Lesson Plans.	Reed, Adele	8/19/2015	Walk through data; instructional appraisal tool; Lesson plans with documentation of common core.	5/25/2016 annually
G3.B1.S1.MA1	Walkthroughs and observations	Reed, Adele	8/19/2015	Data from walk throughs and teacher observation	5/25/2016 monthly
G3.B1.S1.MA1	Local curriculum council meetings. Informal discussions with administration; collegial conversations	Reed, Adele	8/19/2015	Curriculum council agendas and minutes	5/25/2016 monthly
G3.B2.S1.MA1	Administration will conduct classroom visits (walk-throughs and observations) in order to monitor effectiveness.	Reed, Adele	8/19/2015	walk-through logs	5/25/2016 weekly
G3.B2.S1.MA1	Administration will monitor weekly PLC logs for evidence of standards-based instruction	Lawson, Sarah	8/19/2015	PLC logs	5/25/2016 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 faculty and student collaboration within the classroom.

G1.B1 Teacher expertise on the components of the framework, and research-based strategies for increasing achievement, engagement, and safe physical management.

G1.B1.S1 Teachers will spend 1 hour per week collaborating the five components of the framework and plan lessons using the framework components to implement in the classroom each week.

PD Opportunity 1

Weekly PLCs focused on Framework for Intentional Teaching.

Facilitator

Administrators, Model Coach, Teachers

Participants

All teachers,administrators

Schedule

Weekly, from 8/19/2015 to 5/25/2016

G1.B1.S2 Site-based SCM trainers will attend recertification training to maintain current knowledge and practice of safe physical management of students. These teachers will cross-train and collaborate with colleagues to ensure consistency and fidelity of implementation within our school and district.

PD Opportunity 1

SCM Trainer Recertification

Facilitator

Reed

Participants

Various teachers, statewide.

Schedule

On 11/10/2015

G2. Increase student engagement in all content areas and grade levels.

G2.B1 Teacher expertise on the components of the framework Not all faculty members have the same comfort level in implementing student engagement strategies.

G2.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.

PD Opportunity 1

Weekly PLCs focused around the framework for intentional teaching

Facilitator

Administrators and Model School Coach

Participants

All Teachers

Schedule

Weekly, from 8/26/2015 to 5/25/2016

G3. Increase faculty knowledge in Florida State Standards.

G3.B1 Comfort level of faculty.

G3.B1.S1 Teachers will be supported in common core curriculum.

PD Opportunity 1

All professional development will be common core related.

Facilitator

Administration and teacher leaders

Participants

Available to all faculty

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Technical Assistance Items

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

G3. Increase faculty knowledge in Florida State Standards.

> **G3.B2** Knowledge of resources for standards-based instruction

> > **G3.B2.S1** All teachers will be provided with routine support for resources related to standards based instruction.

> > ### PD Opportunity 1

> > Support for resources such as CPALMS and OneClayU will be provided to teachers, as well as support from district curriculum specialists.

> > > **Facilitator**

> > > Adele Reed

> > > **Participants**

> > > Faculty

> > > **Schedule**

> > > On 5/25/2016

Budget

Budget Data

1	G1.B1.S1.A1	Weekly PLCs focused on Framework for Intentional Teaching.	$0.00
2	G1.B1.S2.A1	SCM Trainer Recertification	$0.00
3	G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	$0.00
4	G3.B1.S1.A1	All professional development will be common core related.	$0.00
5	G3.B2.S1.A1	Support for resources such as CPALMS and OneClayU will be provided to teachers, as well as support from district curriculum specialists.	$0.00
		Total:	$0.00