

Clay County Schools

# Thunderbolt Elementary School



2015-16 School Improvement Plan

## Thunderbolt Elementary School

2020 THUNDERBOLT RD, Fleming Island, FL 32003

<http://tbe.oneclay.net>

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | No                            | 26%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 33%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | 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>.

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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                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission statement of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

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

Thunderbolt Elementary prepares life-long learners to attain academic and applicable life skills that lead to success in a global and competitive workplace .

#### School Environment

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

The registration packet contains questions which provide background information on family and culture. Based on this information students are referred for ESOL screening. This process initiates communication between the school and home. Kindergarten teachers meet with incoming Kindergarten students and parents individually to conduct screenings prior to the school year to initiate home/school relations. An orientation is held where students and parents meet the teacher and visit the classroom prior to the first day of school. Teachers utilize parent/student survey to gain more insight about students individual needs. Parent information nights are held for all grade levels.

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

Students attend Flight Plan Fridays during which behavioral expectations are reviewed and discussed. Administrative and guidance staff are introduced and roles are explained. Student handbook and district code of conduct are used to guide student behavior. Campus safety is maintained by staff being assigned supervision duty in specific locations throughout the building and school grounds before, during, and after school. Character education is taught through the six pillars of character education. Students exhibiting good character are recognized as "Awesome Aviators".

##### **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**

Teachers in the primary grades utilize a behavior "clip" system in which students all start on "ready to learn". Students are recognized for making good choices. Communication about their behavior is provided daily to parents.

CHAMPS is utilized in some intermediate classrooms.

Grades five and six maintain a behavior card for each student. Incentives are given for meeting behavior expectations.

WITS provides student strategies for resolving conflicts.

Kagan/ engagement structures are utilized in the classrooms.

**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**

Thunderbolt Elementary meets the social-emotional needs of students by utilizing the following. We have Flight Plan Fridays (grade level assemblies) on the first 7 Fridays of the year which include presentations/discussions on: character education, student handbook, behavior expectations, introduce admin. and guidance staff, provide strategies to deal with bullying and conflict resolution (WITS) and go over school guidelines for success SOAR. The SOAR acronym stands for S- Start with a positive attitude, O- Optimize learning, A- Act Responsibly, R-Respect self and others. The faculty/staff of TBE attended suicide awareness training. The Foundations committee meets regularly. We have an additional guidance counselor for military families. Social skills are also embedded in Making Meaning and Being a Writer. Teachers utilize Second Step.

**Early Warning Systems**

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

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

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

**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     | 7           | 7     |
| One or more suspensions         | 0           |       |
| 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 | 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 meetings  
Attendance Contract  
Doctor's Note  
Social Worker Referral

For Grades:  
Tutoring  
Remediation  
For Discipline:  
Behavior Contract  
School Service Work  
Detention  
For 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**

Thunderbolt Elementary provides: an Orientation day for parents and students to meet their teacher, Parent Information Night, Dads Bring Your Kids to School breakfast, a family STEM night, a volunteer program, an active Parent Faculty Association, school spirit nights, Tuesday folders, an updated school website, a Facebook page, and awards programs.

Parents are provided with daily communication through daily folders and planners. Parents have access to FOCUS to view their child's progress.

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

A Volunteer Orientation breakfast is held annually. An assistant principal serves as a coordinator for Partners in Education. Annually agreements are drawn up with local businesses. School participates in the Coupons for Education Clay Education Foundation fundraiser. School Spirit Nights are held at various local businesses.

## 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               |
|------------------|---------------------|
| Phillips, Deedee | Principal           |
| Dixon, Wilnitra  | Assistant Principal |
| Axtell, LaDean   | Other               |
| Bell, Shelley    | Other               |
| Hunkele, Dawn    | Other               |
| Libretto, Lara   | 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 3-12 Performance Matters benchmark assessments, and formal state assessments. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. 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-6 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 , Tier 2 and Tier 3 student needs will be analyzed within these meetings. The K-2 reading assistant provides small group support to at risk students. VE/ESE students are scheduled in inclusion classrooms based on IEP goals. Grades 3-6 have one inclusion teacher assigned per grade level. Leveled curriculum is utilized in grade 6 math. State funds are used to support before and after school tutoring. All teachers participate in weekly PLC sessions supervised by an administrator.

**School Advisory Council (SAC)**

**Membership:**

| Name            | Stakeholder Group          |
|-----------------|----------------------------|
| Cathie Leshar   | Teacher                    |
| Lori Fedorowich | Teacher                    |
| DeeDee Phillips | Principal                  |
| Cindy Wright    | Education Support Employee |
| Mona Gardella   | Business/Community         |
| Carmen Darfler  | Parent                     |
| Alea Ali        | Parent                     |
| Amanda Janda    | Parent                     |
| Rosemarie Miles | Parent                     |
| Molly McNerney  | 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*

We reviewed our 2014-15 SIP plan at the May SAC meeting. We had a discussion about the goals and all members had an opportunity for input for the upcoming year.

*Development of this school improvement plan*

The SAC is informed of school data and areas of need. The SAC is invited to attend and participate in Action Plan writing days to hear academic committee reports and assist with the creation of the school's Action Plans. The school improvement plan is reviewed by the SAC prior to it being submitted.

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

There is not budget provided for SAC for the 2015-16 school year.

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

**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               |
|------------------|---------------------|
| Cihlar, Denise   | Teacher, K-12       |
| Bryan, Janice    | Teacher, K-12       |
| Dryden, Kathy    | Instructional Media |
| Johnston, Tracy  | Teacher, K-12       |
| Leshner, Cathie  | Teacher, K-12       |
| Palmer, Cathy    | Teacher, K-12       |
| Reid, Martha     | Teacher, K-12       |
| Rogers, Patricia | Teacher, K-12       |
| Vidak, Heidi     | Teacher, K-12       |
| Sowinski, Sue    | Teacher, K-12       |
| Umberger, Beth   | Teacher, K-12       |
| Stone, Desiree   | Teacher, K-12       |
| Palmore, Angela  | Teacher, ESE        |
| Cloud, Kristi    | Teacher, K-12       |
| Hunt, Jerre      | Teacher, ESE        |

### Duties

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

The major initiative of the LLT will be developing, organizing, and implementing the Team Up With Literacy for the year. The LLT will also coordinate school participation in the Florida Reading Celebration in January 2015.

### 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 will meet weekly in their PLC'S to develop lessons and support one another. Teachers will work to create lessons that follow the framework for intentional instruction. Teachers collaborate with each other on how to help their Tier 2 and Tier 3 students be more successful in the classroom.

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

The principal participates in mock interview activities for teacher candidates from the University of North Florida. The Clay School District also assists with recruitment by sending teams to recruitment fairs through out the eastern US annually. New to Thunderbolt Elementary teachers are monitored by veteran teachers within the school.

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

New to Thunderbolt teachers are paired with an experienced teacher on their grade level or within their department. This pairing allows for sharing of common information and addressing of common needs. In addition to a teacher mentor, new teachers meet quarterly with an experienced teacher familiar with

school wide procedures and policies to review and explain upcoming school events. first year teachers are supported by the Teacher Induction 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**

Teachers:

Follow district curriculum maps and guides

Utilize district adopted materials Being a Writer and Making Meaning

Utilize district adopted math materials such as GO Math and Carnegie Math

use CPalms as a resource

plan instruction to make sure standards are being met (PLC logs)

#### 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**

Grade level universal screeners in math and reading are used to identify individual student needs and guide instruction. Interventions are designed for Tier 2 and Tier 3 students. Data from continual informal and formative assessments determines the content and design of small group instruction. Students are reading books on their just right level during Individualized Daily Reading time in every classroom.

**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:** Before School Program

**Minutes added to school year:** 2,000

Academic tutoring in math and reading

#### **Strategy Rationale**

Provide support for at risk students in the area of math and reading in all grade levels

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

- Core Academic Instruction

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

Phillips, Deedee, ddpillips@oneclay.net

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

Data from Universal screeners and Tier 2 and Tier 3 intervention data

**Strategy:** After School Program

**Minutes added to school year:** 2,000

Academic tutoring in math and reading

**Strategy Rationale**

Provide support for at risk students in the area of math and reading in all grade levels

**Strategy Purpose(s)**

- Core Academic Instruction

**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**

Data from Universal screeners and Tier 2 and Tier 3 intervention data

**Strategy:** After School Program

**Minutes added to school year:** 1,500

math team for 4th, 5th, and 6th grade

**Strategy Rationale**

Increase knowledge in problem solving skills

**Strategy Purpose(s)**

- Enrichment

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

Baxley, Ruth Anne, rmbaxley@oneclay.net

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

math Field Day competition scores

**Strategy: After School Program**

**Minutes added to school year: 2,160**

Robotics Team

**Strategy Rationale**

Increase logistic and critical thinking skills

**Strategy Purpose(s)**

- Enrichment

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

Rowe, Melanie, marowe@oneclay.net

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

Competition scores

**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 that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents 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, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period. At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include Performance Matters Assessments and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) 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 Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.

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 assessments 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:

.

#### 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' problem solving skills in math
- G2.** Increase engagement in the learning process
- G3.** Students will use relevant evidence from text to support their thinking in writing.

## 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' problem solving skills in math** 1a

G071356

**Targets Supported** 1b

| Indicator             | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 60.0          |

**Resources Available to Support the Goal** 2

- math books, personnel, professional development, manipulatives

**Targeted Barriers to Achieving the Goal** 3

- teachers lack of knowledge of best practice of Florida Math Standards

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

Performance Matters Data

**Person Responsible**

Deedee Phillips

**Schedule**

Quarterly, from 10/1/2014 to 5/25/2016

**Evidence of Completion**

Performance Matters Data

**G2. Increase engagement in the learning process** 1a

G071357

**Targets Supported** 1b

| Indicator         | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 70.0          |

**Resources Available to Support the Goal** 2

- Professional Development opportunities, Personnel, Making Meaning and Being a Writer materials; Accelerated Reader;

**Targeted Barriers to Achieving the Goal** 3

- lack of knowledge of engagement strategies and materials

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

Formative assessments, and both local and district student performance data;

**Person Responsible**

Deedee Phillips

**Schedule**

Weekly, from 10/8/2014 to 5/25/2016

**Evidence of Completion**

assessment data

**G3. Students will use relevant evidence from text to support their thinking in writing.** 1a

G071358

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| FAA Writing Proficiency | 44.0          |

**Resources Available to Support the Goal** 2

- Being Writer K-5, Science journals, Math journals, Reading Journals; 150 minute Literacy Block

**Targeted Barriers to Achieving the Goal** 3

- undetermined writing assessment expectations

**Plan to Monitor Progress Toward G3.** 8

administer One Clay Writes and evaluate students' writing

**Person Responsible**

Deedee Phillips

**Schedule**

Triannually, from 8/13/2014 to 5/25/2016

**Evidence of Completion**

data from One Clay Writes rubrics

## 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' problem solving skills in math **1**

 G071356

**G1.B1** teachers lack of knowledge of best practice of Florida Math Standards **2**

 B186038

**G1.B1.S1** Teachers will participate in PLCs **4**

 S197446

### Strategy Rationale

#### Action Step 1 **5**

Teachers will participate in PLCs

#### Person Responsible

Wilnitra Dixon

#### Schedule

Weekly, from 10/1/2014 to 5/25/2016

#### Evidence of Completion

PLC logs; data from math assessments

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

classroom walk throughs

**Person Responsible**

Deedee Phillips

**Schedule**

Weekly, from 10/1/2014 to 5/25/2016

***Evidence of Completion***

walk through feedback

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

math assessments

**Person Responsible**

Deedee Phillips

**Schedule**

Monthly, from 10/1/2014 to 5/25/2016

***Evidence of Completion***

data from assessments

**G2. Increase engagement in the learning process** 1

 G071357

**G2.B1 lack of knowledge of engagement strategies and materials** 2

 B186039

**G2.B1.S1 provide professional development in engagement structures** 4

 S197447

**Strategy Rationale**

By providing professional development teachers can develop proficiency in engagement structures

**Action Step 1** 5

Engagement structure/strategy workshops

**Person Responsible**

Deedee Phillips

**Schedule**

Monthly, from 8/5/2014 to 5/25/2016

***Evidence of Completion***

Sign in sheets

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

Walkthroughs looking for engagement strategies

**Person Responsible**

Deedee Phillips

**Schedule**

Weekly, from 9/17/2014 to 5/25/2016

***Evidence of Completion***

walk through feedback

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

Formative assessments, and both local and district student performance data;

**Person Responsible**

Deedee Phillips

**Schedule**

Daily, from 9/18/2014 to 5/25/2016

**Evidence of Completion**

Formative assessments, and both local and district student performance data;

**G3. Students will use relevant evidence from text to support their thinking in writing. 1**

 G071358

**G3.B1 undetermined writing assessment expectations 2**

 B186040

**G3.B1.S1 Utilize FSA website to gather more information 4**

 S197448

**Strategy Rationale**

To increase teacher awareness of test content

**Action Step 1 5**

Teachers will access the FSA website to gain information about writing assessment.

**Person Responsible**

Deedee Phillips

**Schedule**

Biweekly, from 8/13/2014 to 5/25/2016

**Evidence of Completion**

Writing lesson plans

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

Walk throughs

**Person Responsible**

Deedee Phillips

**Schedule**

Biweekly, from 8/13/2014 to 5/25/2016

**Evidence of Completion**

Walk through feedback

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

Teachers will access the FSA website to help plan writing lessons within their PLC's

**Person Responsible**

Deedee Phillips

**Schedule**

Biweekly, from 8/13/2014 to 5/25/2016

**Evidence of Completion**

PLC 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  | Teachers will participate in PLCs  | Dixon, Wilnitra  | 10/1/2014                     | PLC logs; data from math assessments  | 5/25/2016 weekly    |
| G2.B1.S1.A1  | Engagement structure/strategy workshops  | Phillips, Deedee | 8/5/2014                      | Sign in sheets                        | 5/25/2016 monthly   |
| G3.B1.S1.A1  | Teachers will access the FSA website to gain information about writing assessment. | Phillips, Deedee | 8/13/2014                     | Writing lesson plans                  | 5/25/2016 biweekly  |
| G1.MA1       | Performance Matters Data   | Phillips, Deedee | 10/1/2014                     | Performance Matters Data              | 5/25/2016 quarterly |
| G1.B1.S1.MA1 | math assessments   | Phillips, Deedee | 10/1/2014                     | data from assessments                 | 5/25/2016 monthly   |
| G1.B1.S1.MA1 | classroom walk throughs  | Phillips, Deedee | 10/1/2014                     | walk through feedback                 | 5/25/2016 weekly    |
| G2.MA1       | Formative assessments, and both local and district student performance data;       | Phillips, Deedee | 10/8/2014                     | assessment data                       | 5/25/2016 weekly    |

| Source       | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|--------------|--|------------------|-------------------------------|--|-----------------------|
| G2.B1.S1.MA1 | Formative assessments, and both local and district student performance data;         | Phillips, Deedee | 9/18/2014                     | Formative assessments, and both local and district student performance data; | 5/25/2016 daily       |
| G2.B1.S1.MA1 | Walkthroughs looking for engagement strategies                                       | Phillips, Deedee | 9/17/2014                     | walk through feedback  | 5/25/2016 weekly      |
| G3.MA1       | administer One Clay Writes and evaluate students' writing                            | Phillips, Deedee | 8/13/2014                     | data from One Clay Writes rubrics  | 5/25/2016 triannually |
| G3.B1.S1.MA1 | Teachers will access the FSA website to help plan writing lessons within their PLC's | Phillips, Deedee | 8/13/2014                     | PLC logs   | 5/25/2016 biweekly    |
| G3.B1.S1.MA1 | Walk throughs  | Phillips, Deedee | 8/13/2014                     | Walk through feedback  | 5/25/2016 biweekly    |

## 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' problem solving skills in math

#### G1.B1 teachers lack of knowledge of best practice of Florida Math Standards

##### G1.B1.S1 Teachers will participate in PLCs

#### PD Opportunity 1

Teachers will participate in PLCs

#### Facilitator

lead teachers

#### Participants

classroom teachers

#### Schedule

Weekly, from 10/1/2014 to 5/25/2016

### G2. Increase engagement in the learning process

#### G2.B1 lack of knowledge of engagement strategies and materials

##### G2.B1.S1 provide professional development in engagement structures

#### PD Opportunity 1

Engagement structure/strategy workshops

#### Facilitator

Administration

#### Participants

all teachers

#### Schedule

Monthly, from 8/5/2014 to 5/25/2016

## 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 | Teachers will participate in PLCs  | \$0.00        |
| 2             | G2.B1.S1.A1 | Engagement structure/strategy workshops  | \$0.00        |
| 3             | G3.B1.S1.A1 | Teachers will access the FSA website to gain information about writing assessment. | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |