Swimming Pen Creek Elementary School

2015-16 School Improvement Plan

Swimming Pen Creek Elementary School

1630 WOODPECKER LN, Middleburg, FL 32068

http://spc.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%

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

School Grades History

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

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

Provide the school's vision statement

Our vision is to empower students by providing an innovative and engaging learning environment that prepares them for future success.

School Environment

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

Teachers at SPC have many beginning of the year policies for getting to know students, such as student surveys and questionnaires. Open House is a forum for getting to know families and establishing relationships with parents that will ultimately lead to stronger relationships with students. Several school clubs have been established, which promote ongoing positive relationships between students and teachers. These clubs include Chess Club, Run/Walk Club, Lego Robotics, after-school tutoring, and Student Council. Teachers also engage in one-on-one conferences with students to discuss academics and allow the student to share personal stories and interests. The military counseling program helps provide teachers with valuable information about students' lives outside of school that can help the teacher connect with the student. Vertical team planning is held to allow teachers to learn about students' lives and academic and social habits to prepare the teachers meet students' specific academic, social, and emotional needs.

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

SPC has many procedures in place to ensure that students feel safe and respected before, during, and after school. Safety patrols are on duty before the start of school and assist with morning drop off as well as escorting and monitoring students as they walk to the cafeteria or their classrooms. Staff members are visible and on duty as students arrive at school and teachers have morning duty in their classrooms. Students are able to go to the cafeteria in the morning prior to the start of school. Student ambassadors collect teacher envelopes and library books every morning. After school, there is a campus sweep in which all teachers are visible and assist with the dismissal process. Administrators are present at each dismissal site. Discipline issues are addressed promptly by teachers and administrators and the behavior site coach is on campus regularly to assist and monitor student behaviors and prevent negative behaviors from escalating. Voice levels are taught and monitored school wide, along with a behavior matrix, to make sure students have the opportunity to work and play in a respectful environment. Individual classroom teachers are responsible for maintaining and enforcing a classroom behavior policy.

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

The Foundations Team attends training throughout the year that outlines policies for clear behavioral and safety procedures that are presented to the faculty. The "Champs Train the Trainer" program teaches teachers how to implement student voice levels and a behavior matrix. There is a focus on positive behavior through the Otter pledge and the selection of SPC All Stars to represent students who are respectful, positive, productive, and proud. The behavior site coach is available to assist with disciplinary incidents as needed. Student council does monthly rewards and incentives for students exhibiting desired character traits. The positive behavior referral program recognizes students' positive contributions to the school.

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 Foundations Training provide a guide for ensuring campus safety. The "Champs Train the Trainer" program assists the school in establishing voice levels and a behavior matrix to ensure that classrooms are conducive to learning. Military Counseling and group lunches are implemented to provide students of military families with support and guidance. Safety Patrols walk students to classes and help with the dismissal routine. A student citizen of the month is featured and invited to lunch with the principal. The Otter Pledge emphasizes positive behavior and encourages students to be respectful, positive, productive, and proud. The behavior site coach is available to assist with disciplinary situations and prevent negative behaviors from escalating. The social worker meets with students regarding attendance issues as needed. The behavioral health counselor creates behavior care plans for applicable students and provides regular counseling to students with emotional and behavioral difficulties.

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

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	2	2
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	
	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Social worker meeting with students and communicating with parents and teachers for attendance
Behavior site coach meeting with students regarding disciplinary incidents

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

Swimming Pen Creeks works to build a positive relationship with our families. Their involvement is necessary to the success of our students and our school. A positive relationship begins with proper two way communication. Our teachers send home newsletters, some grade levels send home weekly newsletters and others send monthly/quarterly newsletters. The information in the newsletters inform parents of what is occurring in the classroom. It also provides valuable information on how parents can support their students academic and social progress. Important school events, community information and graded papers are sent home in our Tuesday Folders. Students in grades 1-6 have daily agendas. The agendas are sent home to link school to home. The students write their homework assignments in the agendas. Teachers are also able to write behavior notes if necessary. Kindergarten teachers send home daily behavior folders to provide parents feedback on their students progress. Teachers hold conferences at least 2 times a year with parents. The purpose of the conference is to inform them of their students academic and social progress. We hold a conference night in the cafeteria and parents are encouraged to attend.

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 sustained partnership is an important component to a successful school. We rely on our local community to improve the educational needs of our students. We do many community based fundraisers with local restaurants. We have family nights at Chick fil A and Zaxby's. The money raised supports the school in improving academic needs. We rely on the support Orange Park First Baptist provides our students in need. Our partnership includes a teacher supply drive throughout the year, and project backpack. The supplies are valuable to teachers and they support the learning of our students. Project backpack provides needed non-perishables for the weekend for some of our students. It allows our students to continue to nourish their bodies over the weekend and over long holidays.

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
Pratt, Linda	Principal
Stewart, Trisha	Assistant Principal
Shaw, Janet	Teacher, K-12
Bennett, Lori	Teacher, ESE
Gannon, Susan	Instructional Media
Korepanov, Kristen	Teacher, K-12
Hamelin, Jessica	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 may include K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as the Florida Assessment (AIR). The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The team serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet 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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Pratt	Principal
Katlyn Mills	Teacher
Megan Hill	Teacher
Chris Ferrante	Parent
Gretta Gillis	Parent
Christina Riggins	Teacher
Gayle Little	Teacher
Renea Taylor	Parent
Keisha Napier	Student
Ruby Canavan	Education Support Employee
Kristen Korepanov	Teacher
Jessica Hamelin	Teacher
Bobbie Van Duyn	Parent
Jason Van Duyn	Parent
Janet Shaw	Teacher
Leah Norton	Teacher
Courtney Holcombe	Teacher
Lisa Aflleje	Parent
Braxton Cooley	Parent
Chantell Williams	Parent
Jon Sanders	Education Support Employee
Vernice Grossglass	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 SAC committee reviewed the School Improvement Plan and discussed the need to strengthen or revise goals based on student achievement levels and success of implemented goals and action plans.

Development of this school improvement plan

The SAC committee will be presented with current FCAT and FSA data, and school demographics. The committee will review the strengths and weaknesses of the school, and will discuss and develop SMART goals, objectives, and budget expenditures. The committee will discuss ways to improve parent involvement as mentioned in the School Improvement Survey.

Preparation of the school's annual budget and plan

The SAC committee will be presented with a projected budget and have the opportunity to provide input on needed resources, programs, or activities.

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
Pratt, Linda	Principal
Shaw, Janet	Teacher, K-12
Bennett, Lori	Teacher, ESE
Gannon, Susan	Instructional Media
Korepanov, Kristen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will work to effectively integrate the MTSS process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. Additionally, the LLT will research and discuss strategies that will fully engage average and higher level readers. Literacy Leadership Team members will also collaborate with teachers to provide enrichment to average and higher level readers.
The media specialist will provide school wide incentives to promote literacy and the Accelerated Reader Program.

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 are provided weekly Professional Learning Communities for collaboration on planning and instruction of curriculum and materials. PLCs provide teachers the opportunity to collaborate and create common assessments based on the instructional framework, assess student work, discuss instruction, create interventions for students who need interventions, and decide on progression of curriculum based on data. Professional Learning Communities provide a common time for teachers teaching the same subjects to the same grade levels to discuss common trends and to develop innovative strategies for improvement.

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

The administration participates in the District Teacher Recruitment Fair each May. Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success. The administration team utilizes search soft when open positions become available and selects highly

qualified candidates for interviews. The administration team implements the team approach for interviews with teacher leaders on the interview team that are in the county administration pool. Retention of highly qualified effective teachers is maintained by adminstration with planned quarterly classroom walkthroughs and constructive and postive feedback on the instructional framework.

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

Teacher's will be matched with trained teacher leaders in the school to serve as mentors. Monthly mentor breakfasts provide support to develop a strong collaborative environment. Mentors are provided substitutes and time to attend mentees classrooms to model, coach , and encourage on instruction, curriculum, and classroom management.

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 have been offered trainings for the new ELA (Reading & Writing) curriculum, which is aligned with standards. PLCs and grade level meetings allow teachers to plan instruction and create standards-based common assessments focused on the Florida Standards. Performance Matters pre and post assessments are given and analyzed for students' success with Florida Standards. Curriculum Maps are referred to and used to plan in PLCs. K-2 grade levels create standards-based report cards. One Clay Writes is used to assess students' knowledge of the Florida Standards for Writing.

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 meet weekly in PLCs to plan activities and lessons that are differentiated and designed to meet the diverse needs of students. Student performance on classroom common assessments are analyzed regularly by grade level team members in PLCs and interventions are planned to assist students having difficulty. Students have the opportunity to engage in Individualized Daily Reading (IDR) through the Making Meaning Program and write in response to books on their level. Teachers have IDR conferences with students to make sure students are attending to meaning and choosing appropriately leveled books. Action steps are planned based on the results of student conferences. The MTSS program involves the tracking of student data and the planning of specific interventions to meet individual students' needs. After school tutoring is held to respond to students' individual needs.

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: 1,440

The school will offer after school tutoring to students who are at-risk of not passing standardized assessments and subgroups to make academic gains.

Strategy Rationale

Individualized tutoring sessions will provide differentiated instruction to students in order to help them prepare for state standardized tests and improve their academic performance on core subjects.
Academic nights will promote English Language Arts, Mathematics, and science and involve families and community members in the educational process.

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

Academic Nights attendance logs-analyzed for percentage of families and community members present
Teacher-developed assessments to monitor students' progress in tutoring (i.e. fluency records, comprehension checks)
Computer program assessment data (i.e. AR test results, XtraMath reports)

Strategy: Extended School Day

Minutes added to school year:

Chess Club
Chorus
Lego Robotics Club
Writing Technology Club

Strategy Rationale

Extracurricular activities promote higher self esteem among students and help them build connections with the school, other students, and staff members.

Strategy Purpose(s)

- Enrichment

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

Student Transition and Readiness

PreK-12 Transition

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

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

At Swimming Pen Creek Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of rigorous instructional/intervention programs. These assessments will determine their knowledge of letters and sounds, numbers and counting, and other pre-academic skills. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/ Letter Knowledge, and Phonological Awareness/Processing. The Florida Assessment in Reading (FAIR) will be administered one-to-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be collected and aggregated prior to September 17, 2015. Teachers will use this data to create classrooms that are comprised of students with varying experiences and abilities. Core Kindergarten academic and behavioral instruction will include differentiated instruction according to student needs based on assessment. The teacher will provide students with ample practice opportunities, corrective feedback, and positive reinforcement. Teachers will scaffold instruction, provide guided and independent practice, model instruction and provide ample support.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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 writing proficiency across content areas

G3.   Increase staff knowledge of Florida Standards

G4.   Foster a positive learning environment to support the social and emotional needs of each student.

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`

🔍 G071368

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal `2`

- Journaling
- Moby Max
- GoMath FSA assessment questions
- FSA Portal resources

Targeted Barriers to Achieving the Goal `3`

- Lack of FSA aligned materials

Plan to Monitor Progress Toward G1. `8`

Formative Assessments, local and district Performance Matters data, Team data meetings in PLCs

Person Responsible
Linda Pratt

Schedule
Weekly, from 9/15/2015 to 5/12/2016

Evidence of Completion
Formative assessments developed in PLCs, student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs

G2. Increase writing proficiency across content areas 1a

G071369

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Curriculum resources include: Making Meaning and Being a Writer, Writing Anchor Charts, and Grade level classroom libraries

- Journaling across content areas

- One Clay Writes rubrics-consistent across grade levels and subjects

- Achieve 3000

- Media Specialist gathering book sets to support teachers' instructional units

- Journals in every subject

Targeted Barriers to Achieving the Goal 3

- Lack of writing resources across content areas (i.e. science, math, social studies)

Plan to Monitor Progress Toward G2. 8

Formative assessments, local and district Performance Matters data, team data meetings in PLCs

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Formative assessments developed in PLCs, Student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs

G3. Increase staff knowledge of Florida Standards `1a`

🔍 G071370

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal `2`

- Weekly PLCs

- Curriculum Maps

- CPALMS site

Targeted Barriers to Achieving the Goal `3`

- Lack of supplemental resources and activities to address standards

Plan to Monitor Progress Toward G3. `8`

Grade level teams will discuss data during team meetings and weekly PLC meetings. Data topics will include students' performance on grade level common assessments, Performance Matters Assessments, and the state wide standardized Florida Assessment.

Person Responsible

Linda Pratt

Schedule

Quarterly, from 11/3/2014 to 5/22/2015

Evidence of Completion

Student achievement levels on school, district, and state assessments.

G4. Foster a positive learning environment to support the social and emotional needs of each student. `1a`

🔍 G071371

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	10.0
Attendance rate	85.0

Resources Available to Support the Goal `2`

- Guidance Lessons

- Foundations-School Standards of Success

- Common Planning Time

- Behavior Site Coach

- School Psychologist

- Behavioral Health Counselor

Targeted Barriers to Achieving the Goal `3`

- Resources to support students social and emotional needs

Plan to Monitor Progress Toward G4. `8`

Number of referrals, Guidance referrals, Attendance records

Person Responsible
Linda Pratt

Schedule
Quarterly, from 10/5/2015 to 5/20/2016

Evidence of Completion
Number of referrals, attendance rates, guidance referrals

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`

🔑 G071368

G1.B1 Lack of FSA aligned materials `2`

🔑 B186055

G1.B1.S1 Teacher collaboration on creating FSA aligned math journal prompts `4`

🔑 S197458

Strategy Rationale

Teacher collaboration will ensure consistency of prompt quality

Action Step 1 `5`

Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Weekly PLC logs, journal prompts and assessments, student work

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

One PLC weekly log per team

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/15/2015 to 5/12/2016

Evidence of Completion

PLC sign in sheets, PLC logs

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

Collect and review PLC weekly logs, provide feedback to teachers, review student journal samples during classroom walkthroughs and at PLCs

Person Responsible

Linda Pratt

Schedule

Monthly, from 9/15/2015 to 5/12/2016

Evidence of Completion

Student work analyzed in PLCs, logs that show evidence of planning addressing problem solving in math, formative assessments developed in PLCs

G2. Increase writing proficiency across content areas [1]

G071369

G2.B1 Lack of writing resources across content areas (i.e. science, math, social studies) [2]

B186056

G2.B1.S1 Teacher collaboration on creating a bank of journal prompts for all subject areas [4]

S197459

Strategy Rationale

Teacher collaboration will ensure consistency of prompt quality

Action Step 1 [5]

Teachers will collaborate in weekly PLCs to create journaling prompts and writing activities across content areas and score resulting student writing samples.

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

PLC weekly logs, PLC Sign in sheets

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

One PLC weekly log per team

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

PLC sign in sheets, PLC weekly logs

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

Collect and review PLC weekly logs, engage in classroom walkthroughs, provide feedback to teachers addressing writing across content areas, review student journal samples during classroom walkthroughs and at PLCs

Person Responsible

Linda Pratt

Schedule

Monthly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Formative assessments developed in PLCs, student work analyzed in PLCs, PLC Weekly Logs that show evidence of planning that addresses writing across content areas

G2.B1.S2 Research evidence-based resources and materials for writing across content areas `4`

🔧 S197460

Strategy Rationale

Additional resources will support consistent writing across content areas and provide teachers with a guide to implementation

Action Step 1 `5`

Teachers will research, collect, and compile materials to support writing across content areas

Person Responsible

Linda Pratt

Schedule

On 12/9/2014

Evidence of Completion

Chart of resources available throughout the school, Purchase Orders

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Teachers will collaborate during PLCs to compile a list of resources and materials to support writing across content areas. A list of resources will be generated and distributed to teachers to have as a reference tool.

Person Responsible

Linda Pratt

Schedule

On 12/9/2014

Evidence of Completion

List of resources and materials that support writing across content areas, PLC Week 1 logs that show evidence of use of compiled resources

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

PLC weekly logs will include cross curricular writing plans and student work will be analyzed in PLCs for evidence of writing proficiency across content areas.

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

PLC weekly logs, Student work samples

G3. Increase staff knowledge of Florida Standards 1

G071370

G3.B1 Lack of supplemental resources and activities to address standards 2

B186058

G3.B1.S1 Teachers will collaborate in weekly PLCs using the weekly log to document activities and lesson ideas to address Florida Standards 4

S197461

Strategy Rationale

The common planning time given each Thursday morning or afternoon for PLCs will allow teachers a consistent time to collaborate with one another to share ideas and resources to address Florida Standards.

Action Step 1 5

Teachers will collaborate in weekly PLCs to plan lessons and activities correlated to the Florida Standards.

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Targeted Learning Plan, PLC weekly logs

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

PLC weekly logs will be reviewed to ensure teachers are using Florida Standards to guide lessons and that activities, methods, and assessments demonstrate each grade level's understanding of the Florida Standards.

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

PLC weekly logs, Grade level common assessments

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

Review PLC logs on a weekly basis and attached common assessments. Conduct learning walks to observe teachers' instruction. Provide positive and constructive feedback to teachers' regarding their implementation of the Florida Standards.

Person Responsible

Linda Pratt

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

PD meeting notes, team meeting minutes, vertical team meeting minutes, faculty meeting agendas, weekly PLC logs

G4. Foster a positive learning environment to support the social and emotional needs of each student. `1`

G071371

G4.B3 Resources to support students social and emotional needs `2`

B186061

G4.B3.S1 Collaborate with school-based staff members, such as the behavior site coach, guidance counselor, and school psychologist to develop strategies to meet the social and emotional needs of individual students. `4`

S197464

Strategy Rationale

Teachers will benefit from collaboration with professional resources who have expertise in supporting students' social and emotional needs.

Action Step 1 `5`

Teachers will collaborate during PLCs with on site personnel to support students' social and emotional needs.

Person Responsible

Linda Pratt

Schedule

Monthly, from 10/2/2015 to 5/20/2016

Evidence of Completion

Conference logs, Student Data

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teachers will meet quarterly with school leaders to discuss students' academic, social, and emotional needs.

Person Responsible

Linda Pratt

Schedule

Quarterly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Documented data meetings and forms

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

School leaders will hold quarterly data meetings to ensure teachers are collaborating with school-based professionals to support students' social and emotional needs.

Person Responsible

Linda Pratt

Schedule

Quarterly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Quarterly data logs, meeting notes, conference notes, guidance records

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 collaborate in weekly PLCs to create FSA aligned journal prompts and assessments	Pratt, Linda	9/17/2015	Weekly PLC logs, journal prompts and assessments, student work	5/12/2016 weekly
G2.B1.S1.A1	Teachers will collaborate in weekly PLCs to create journaling prompts and writing activities across content areas and score resulting student writing samples.	Pratt, Linda	9/17/2015	PLC weekly logs, PLC Sign in sheets	5/12/2016 weekly
G2.B1.S2.A1	Teachers will research, collect, and compile materials to support writing across content areas	Pratt, Linda	10/21/2014	Chart of resources available throughout the school, Purchase Orders	12/9/2014 one-time
G3.B1.S1.A1	Teachers will collaborate in weekly PLCs to plan lessons and activities correlated to the Florida Standards.	Pratt, Linda	9/17/2015	Targeted Learning Plan, PLC weekly logs	5/12/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.A1	Teachers will collaborate during PLCs with on site personnel to support students' social and emotional needs.	Pratt, Linda	10/2/2015	Conference logs, Student Data	5/20/2016 monthly
G1.MA1	Formative Assessments, local and district Performance Matters data, Team data meetings in PLCs	Pratt, Linda	9/15/2015	Formative assessments developed in PLCs, student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs	5/12/2016 weekly
G1.B1.S1.MA1	Collect and review PLC weekly logs, provide feedback to teachers, review student journal samples during classroom walkthroughs and at PLCs	Pratt, Linda	9/15/2015	Student work analyzed in PLCs, logs that show evidence of planning addressing problem solving in math, formative assessments developed in PLCs	5/12/2016 monthly
G1.B1.S1.MA1	One PLC weekly log per team	Pratt, Linda	9/15/2015	PLC sign in sheets, PLC logs	5/12/2016 weekly
G2.MA1	Formative assessments, local and district Performance Matters data, team data meetings in PLCs	Pratt, Linda	9/17/2015	Formative assessments developed in PLCs, Student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs	5/12/2016 weekly
G2.B1.S1.MA1	Collect and review PLC weekly logs, engage in classroom walkthroughs, provide feedback to teachers addressing writing across content areas, review student journal samples during classroom walkthroughs and at PLCs	Pratt, Linda	9/17/2015	Formative assessments developed in PLCs, student work analyzed in PLCs, PLC Weekly Logs that show evidence of planning that addresses writing across content areas	5/12/2016 monthly
G2.B1.S1.MA1	One PLC weekly log per team	Pratt, Linda	9/17/2015	PLC sign in sheets, PLC weekly logs	5/12/2016 weekly
G2.B1.S2.MA1	PLC weekly logs will include cross curricular writing plans and student work will be analyzed in PLCs for evidence of writing proficiency across content areas.	Pratt, Linda	9/17/2015	PLC weekly logs, Student work samples	5/12/2016 weekly
G2.B1.S2.MA1	Teachers will collaborate during PLCs to compile a list of resources and materials to support writing across content areas. A list of resources will be generated and distributed to teachers to have as a reference tool.	Pratt, Linda	10/21/2014	List of resources and materials that support writing across content areas, PLC Week 1 logs that show evidence of use of compiled resources	12/9/2014 one-time
G3.MA1	Grade level teams will discuss data during team meetings and weekly PLC meetings. Data topics will include students' performance on grade level common assessments, Performance Matters Assessments, and the state wide standardized Florida Assessment.	Pratt, Linda	11/3/2014	Student achievement levels on school, district, and state assessments.	5/22/2015 quarterly
G3.B1.S1.MA1	Review PLC logs on a weekly basis and attached common assessments. Conduct learning walks to observe teachers' instruction. Provide positive and constructive feedback to teachers' regarding their implementation of the Florida Standards.	Pratt, Linda	9/17/2015	PD meeting notes, team meeting minutes, vertical team meeting minutes, faculty meeting agendas, weekly PLC logs	5/12/2016 weekly
G3.B1.S1.MA1	PLC weekly logs will be reviewed to ensure teachers are using Florida Standards to guide lessons and that activities, methods, and assessments demonstrate each grade level's understanding of the Florida Standards.	Pratt, Linda	9/17/2015	PLC weekly logs, Grade level common assessments	5/12/2016 weekly
G4.MA1	Number of referrals, Guidance referrals, Attendance records	Pratt, Linda	10/5/2015	Number of referrals, attendance rates, guidance referrals	5/20/2016 quarterly
G4.B3.S1.MA1	School leaders will hold quarterly data meetings to ensure teachers are collaborating with school-based	Pratt, Linda	10/5/2015	Quarterly data logs, meeting notes, conference notes, guidance records	5/20/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	professionals to support students' social and emotional needs.				
G4.B3.S1.MA1	Teachers will meet quarterly with school leaders to discuss students' academic, social, and emotional needs.	Pratt, Linda	10/5/2015	Documented data meetings and forms	5/20/2016 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.

G1. Increase students' problem solving skills in math

G1.B1 Lack of FSA aligned materials

G1.B1.S1 Teacher collaboration on creating FSA aligned math journal prompts

PD Opportunity 1

Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments

Facilitator

Linda Pratt

Participants

SPC staff

Schedule

Weekly, from 9/17/2015 to 5/12/2016

G2. Increase writing proficiency across content areas

G2.B1 Lack of writing resources across content areas (i.e. science, math, social studies)

G2.B1.S1 Teacher collaboration on creating a bank of journal prompts for all subject areas

PD Opportunity 1

Teachers will collaborate in weekly PLCs to create journaling prompts and writing activities across content areas and score resulting student writing samples.

Facilitator

Linda Pratt

Participants

PLC teams

Schedule

Weekly, from 9/17/2015 to 5/12/2016

G2.B1.S2 Research evidence-based resources and materials for writing across content areas

PD Opportunity 1

Teachers will research, collect, and compile materials to support writing across content areas

Facilitator

Linda Pratt

Participants

Instructional Staff

Schedule

On 12/9/2014

G3. Increase staff knowledge of Florida Standards

G3.B1 Lack of supplemental resources and activities to address standards

G3.B1.S1 Teachers will collaborate in weekly PLCs using the weekly log to document activities and lesson ideas to address Florida Standards

PD Opportunity 1

Teachers will collaborate in weekly PLCs to plan lessons and activities correlated to the Florida Standards.

Facilitator

Linda Pratt

Participants

Teachers

Schedule

Weekly, from 9/17/2015 to 5/12/2016

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 collaborate in weekly PLCs to create FSA aligned journal prompts and assessments	$0.00
2	G2.B1.S1.A1	Teachers will collaborate in weekly PLCs to create journaling prompts and writing activities across content areas and score resulting student writing samples.	$0.00
3	G2.B1.S2.A1	Teachers will research, collect, and compile materials to support writing across content areas	$0.00
4	G3.B1.S1.A1	Teachers will collaborate in weekly PLCs to plan lessons and activities correlated to the Florida Standards.	$0.00
5	G4.B3.S1.A1	Teachers will collaborate during PLCs with on site personnel to support students' social and emotional needs.	$0.00
		Total:	$0.00