



## Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

<http://mce.oneclay.net>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	59%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	43%

### 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>	C*	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>.

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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**

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

The School District of Clay County exists to prepare life-long learners for success in a a global and competitive workplace and in acquiring applicable life skills.

#### School Environment

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

Through various curriculum units and teacher facilitated discussions, students are encouraged to talk about the differences in their cultures.

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

Montclair's established school wide rules remind students that we respect all people. Everyone is expected to follow the school guidelines and we encourage a collaborative environment where students learn to work with each other both in the classroom and out.

##### **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**

We have a program called MCE 101. At the beginning of the year every student is brought by grade level to meet with the Principal and the Assistant Principal for an introduction to our rules and expectations. The school's expectations are explained and the Code of Conduct is reviewed. All new students (and parents/guardians) enrolling after the 1st day of school receive an personal MCE 101 introduction to Montclair with a guided tour and walked to their classrooms by an administrator. The rules are reviewed every quarter with the students through additional MCE 101 activities. The principal visits each class and revisits the procedures and expectations through a personal narrative that encompasses collaboration and cooperation.

##### **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 new resources utilized county wide, Making Meaning and Being a Writer, have social and emotional components built into the programs. We have a guidance counselor on campus at all times and access to the county psychologist.



### 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	6	6
One or more suspensions	2	2
Course failure in ELA or Math	0	
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

Student attendance and behavior data is monitored through FOCUS. A school based attendance team consisting of the school's social worker, records secretary, and assistant principal convenes monthly to pull attendance reports from FOCUS. The team reviews reasons for absences and makes phone calls home to gain clarification from parents/guardians to the reasons for the absences. After every case is reviewed, the team determines which action letter needs to be sent home. The letters range from reminders to referral to the State's Attorney Office as outlined per the county's requirement.

School administration works with students, teachers, and parents to develop behavioral contracts, plans, and incentives based on the individual needs of the students. MCE 101 is conducted quarterly by the school's principal to reinforce the daily expectations and procedures. When needed, the administration team will visit classrooms to intervene or provide proactive measures for student citizenship standards. The administration team may utilize the AIMS placement. AIMS is for students that need intensive support learning acceptable, social-emotional behaviors in an academic setting. Student academic data is monitored quarterly through grade-level data meetings. FSA, Formative and Universal Assessments, as well as classroom grades are analyzed. For those students showing academic weaknesses or gaps, additional tiered interventions are introduced and monitored to improve student academic performance through the MTSS process.

### 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**

Montclair has a rich history of parent involvement. It is fostered by activities that are part of our school culture. We meet monthly at the flag pole, have yearly bbq's, and encourage parent and staff involvement in our evening and summer activities. In addition to building these relationship, we also keep our parents informed through the Parent portal and newsletters.

**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**

We have worked closely with the community to increase student achievement. Our partnerships have helped provide extra supplies and food for students in need. We have a free tutoring program for students in grades K-3 to help improve reading achievement. We are also the recipient of the 21st Century Grant. This brings in organizations from our community that will offer free extra curricular activities for our students.

Montclair advertises upcoming coming events by maintaining two billboards in front of the school. We will begin utilizing the parent call system that will send per-recorded messages to each of our students' primary phone number notifying them of upcoming events, schedule changes, and important messages. Teachers, staff and families are encouraged to follow us on Facebook and Instagram.

**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
Miller, William	Principal
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Weaver, Heather	Teacher, K-12
Cummings, Pama	Teacher, K-12
Beaver, Jimmie	Teacher, K-12
Frazier, Karen	Assistant Principal
MrWik, Catherine	Teacher, K-12
Tison, Melissa	Instructional Media
Brown, Anita	Teacher, ESE

### Duties

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

The School Based Leadership Team (SBLT) is comprised of a K-6 grade level representative and representatives from ESE, Resource, and the Administration Team. The SBLT meets monthly to review or discuss instructional strategies, instructional changes, and/or concerns based on acquired instructional data. The team works together to develop plans, trainings, and timelines for school wide initiatives. Each SBLT member then ensures that their grade level/content area teams are informed of monthly discussions and initiatives.

***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***

Grade levels meet quarterly with administration to review formative and summative data collected. Through the data collection and grade-level discussions, benchmarks are established and students' outcomes are analyzed.

Based on our findings, professional development is sought from Model Schools, county trainings, and curriculum specialists to provide teachers with insight into new strategies/frameworks to improve their professional practice. Schedules have been drafted and/or revised so para-professionals and ESE staff can push-in with classroom teachers to provide support to specific areas/grade levels with a need. Resources have been purchased with the assistance of the Instructional Department to ensure that Montclair has a common tools to assess students' reading levels K-6th grade and researched based materials, curriculum, and software for remediation.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Heather Weaver	Teacher
Laurie Langley	Teacher
S. Boatright	Parent
John Rose	Parent
Vanessa Isenberg	Parent
A. Bilbray	Parent
Catherine Hill	Teacher
Karen Frazier	Principal

### 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 worked throughout the year to continue to increase math, reading, and writing across the curriculum.

*Development of this school improvement plan*

The SAC committee meets to discuss needs and visions for the coming years. They study the data collected from the previous years and any new data in regards to student progress and note areas where there needs to be improvement. From that point the SAC develops a plan that addresses those instructional needs.

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

The SAC committee is advised of the schools annual budget and can confer with the administration of the costs associated with the school operational budget.

**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
Frazier, Karen	Assistant Principal
Brown, Anita	Teacher, ESE
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Beaver, Jimmie	Teacher, K-12
Weaver, Heather	Teacher, K-12
Cummings, Pama	Teacher, K-12
MrWik, Catherine	Teacher, K-12
Tison, Melissa	Instructional Media

## Duties

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

One of the chief initiatives of the LLT this year is the implementation of a collaborative classroom using The Framework for Intentional Teaching. The faculty is being trained in Being a Writer and Making Meaning to ensure the social, emotional, and academic needs of the students are being met. The LLT will be reviewing the framework and it's components through the rubrics, notes, videos, and observations that are shared during the monthly Curriculum Council Meetings the administration attends.

The LLT will share and discuss various collaborative strategies to be implemented to increase student participation and understanding.

## 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 involved in weekly PLC meetings where they discuss engagement strategies and plan lessons that can be utilized across the curriculum. MCE's daily schedule allows each grade level a common planning and lunch time.

Teachers and administrators work together to devise individual grade level schedules to allow additional personnel times to push-in to academic blocks so teachers can provide instruction to students from multiple classes with the same intervention or enrichment needs.

Every 4-6 weeks teachers from across grade levels and content areas come together for a 30 minute "Tribal Soup" gathering. This is an opportunity for teachers to share ideas, strategies, resources, and personal experiences with teachers and colleagues from departments and grades across the school.

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

Applicants are screened based on a criteria developed collaboratively by administrators. This criteria is used to interview and hire highly qualified personnel. Once hired, all faculty participates in Professional Development provided by the school administration, teacher leaders, and the county.

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

All first year teachers take part in the BEST mentoring experience offered through the county. As new teachers join grade level teams, the team leaders and their PLC team will help them transition into the culture of MCE. There are opportunities for the Assistant Principal and/or County Curriculum Specialists to come out to classrooms and model lessons for teachers and provide follow-up discussions aimed towards their professional growth needs.

## 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 at Montclair utilize CPALMS, county curriculum maps, county adopted materials including Making Meaning, Being a Writer, Discovery Education, and PLC's to ensure that core instructional programs and practices are aligned to the Florida Standards.

#### 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***

All grade levels meet quarterly to analyze data to determine which students are in need of remediation or enrichment. Based on the various formative assessments such as DRA, Performance Matters, Clay Writes, Foundation Skills Assessments, and various grade level assessments, students' results are compared to established benchmarks and peer data. Based on the results, instructional plans are developed to address Tier 1/core instructional needs as well as develop small remediation and enrichment groups based on students with similar instructional needs. When needed MTSS tier 2 / tier 3 interventions are administered.

Some examples of supplemental instruction using the data gathered include, students in 1st and 2nd grade are grouped based on their phonics needs and receive 30 minutes of daily leveled instruction using supplemental phonics curriculum. Students in grades 3rd -6th participate in 1 hour a week of supplemental instruction using the computer program, Waggle, designed to remediate and enrich students in reading and math.

Teachers in grades K-6 facilitate a 10-30 minutes daily IDR time where individual student needs are met through authentic literature at the student's individual reading level.

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

**Strategy: After School Program**

**Minutes added to school year: 21,600**

Montclair has two after school programs; YReads and The 21st Century Grant. YReads is a program funded by the YMCA that offers intensive reading tutoring for K-3. The 21st Century Grant provides students with a variety of extra curricular activities that align to our Florida Standards to support the social, emotional, and academic learning of our students in grades 3-6.

**Strategy Rationale**

The activities are developed to meet student interests and needs, increase knowledge, develop higher order thinking skills as well as increasing citizenship.

**Strategy Purpose(s)**

- Enrichment

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

Miller, William, wjmiller@oneclay.net

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

The social, emotional, and academic improvement for The 21st Century Grant is tracked through biweekly journals, increased physical stamina, and classroom performance. YReads relies on formative test scores and placement tests.

**Strategy: Summer Program**

**Minutes added to school year:**

The library is opened for 5 Tuesdays every summer. It is staffed by teacher and parent volunteers. Programs are created to enrich and encourage student learning and reading throughout the summer months. Students also have the option of completing the program at home.

**Strategy Rationale**

The program encourages students to continue reading and researching throughout the summer months when traditionally students lose ground.

**Strategy Purpose(s)**

- Enrichment

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

Miller, William, wjmiller@oneclay.net

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

Student participation is monitored by completed logs that are submitted when the students return to school in August.

**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***

The administration meets with all kindergartners when they begin school. The student code of conduct is explained to the students in language that the students can comprehend. Parents of kindergartners are encouraged to join the principal for a Kindergarten MCE 101 where parents receive an introduction to Montclair.

All kindergarten students begin with staggered enrollment, this allows them to adapt to the classroom environment more easily. They are given tours of the school and meet key personnel that they might not encounter on a daily basis so that they are more comfortable. Academically all children entering Kindergarten are screened and supported appropriately.

We have a guidance program that we begin at the end of the sixth grade school year. This program helps to transition their social and emotional maturity from elementary to junior high school. Students do a variety of activities including role playing and being introduced to the organizational skills needed for junior high.

### 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.

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## 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 student proficiency in math skills by incorporating engagement and mathematical strategies.
- G2.** Increase faculty and student collaboration within the classroom.
- G3.** Increase student writing skills by incorporating writing across the curriculum.

## 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 student proficiency in math skills by incorporating engagement and mathematical strategies.**

1a

G071375

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- FSA Item specs, PLC collaboration, formative assessment data, Math Toolkit Newsletter, and county instructional coaches.

**Targeted Barriers to Achieving the Goal** 3

- Lack of appropriate grade level skills including math facts and problem solving strategies.

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

Data will be collected through formative assessment

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Performance Matters Assessments, Unit/Chapter Assessments, FSA Assessment

**G2. Increase faculty and student collaboration within the classroom.** 1a

G071376

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- MCE's monthly curriculum council focuses on different components of the Framework for Intentional Teaching, county curriculum coaches and assistant principal can provide modeled lessons, visits to model schools will be organized, professional development opportunities provided through school/county and Making Meaning and Being a Writer Webinars will be advertised,.

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher experience with the Framework for Intentional Teaching

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

Increase awareness in faculty's and students' academic and collaborative structures and purposes.

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Walk-through conversations with students and Quality Indicator Rubric.

**G3. Increase student writing skills by incorporating writing across the curriculum.** 1a

G071377

**Targets Supported** 1b

Indicator	Annual Target
Writing Gains District Assessment	70.0

**Resources Available to Support the Goal** 2

- Being a Writer, a K-5 curriculum geared towards writing instruction. Integration of writing in math through Math Journals and responding to literature in Making Meaning. County coaches are available to model writing facilitation techniques to help incorporate writing into the time allocated. The county's monthly ELA Toolkit Newsletter.

**Targeted Barriers to Achieving the Goal** 3

- Time for writing across the school day.

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

Review student writing samples from content areas.

**Person Responsible**

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Student work samples

## 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 student proficiency in math skills by incorporating engagement and mathematical strategies. **1**

 G071375

**G1.B1** Lack of appropriate grade level skills including math facts and problem solving strategies. **2**

 B186065

**G1.B1.S1** Work in our PLC's to better understand the scope and depths of the each grade's math standards. Utilize the item specs and formative example from Cpalms to better understand how each standard is assessed and what elements of the standards the students struggle with. Teachers are encouraged to read the county's Math Toolkit Newsletter, updating teachers to new resources, strategies, videos, and articles. **4**

 S197468

### Strategy Rationale

By increasing teacher awareness and understanding of the standards and how they are assessed teachers can better develop lessons that include facilitation moves, questioning, modeling, and experiences that meet the rigor of the Florida standards.

### Action Step 1 **5**

Gather and analyze the standards based on the unit of study, then plan out the scope and sequence needed to facilitate the students' learning incorporating effective teaching, engagement, and mathematical strategies.

#### Person Responsible

Karen Frazier

#### Schedule

Weekly, from 10/1/2015 to 6/3/2016

#### Evidence of Completion

Discussion logs from Team Meetings and PLCs which include teacher developed assessments, exit tickets, and data collected over the course of a unit of study.

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

Formative Assessments, both teacher and county created

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Walk-throughs, Lesson Plans, Team meeting logs, Formative Assessment data.

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

Student progress will be monitored by using work samples, teacher assessments, and formative assessments.

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Walk-throughs, Team Meeting Logs, lesson plans, assessment results, student work samples.

**G2. Increase faculty and student collaboration within the classroom. 1**

G071376

**G2.B1 Lack of teacher experience with the Framework for Intentional Teaching 2**

B186066

**G2.B1.S1 Utilize the county's model schools and coaches to model lessons utilizing the Framework for Intentional Teaching. 4**

S197469

**Strategy Rationale**

As teachers become more familiar with the framework for intentional teaching, the opportunities for students to become more involved in the investigative, instructional, and collaborative process of learning will increase.

**Action Step 1 5**

Plan visits to model schools for each grade level to view a lesson at least once. Encourage teachers to invite the county coaches and/or the assistant principal into their rooms to provide modeling.

**Person Responsible**

Karen Frazier

**Schedule**

Quarterly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Observation agendas, schedules and dates.

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

Logs, surveys, and observation notes.

**Person Responsible**

Karen Frazier

**Schedule**

Quarterly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Sign in sheets are collected, logs are submitted for review and survey data will be gathered.



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

Classroom walk-throughs using the Quality Indicator Rubric

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Walk-through feedback notes relating to the Quality Indicators

**G3. Increase student writing skills by incorporating writing across the curriculum.** 1

 G071377

**G3.B1 Time for writing across the school day.** 2

 B186067

**G3.B1.S1** PLC's /grade level teams will create lessons, opportunities, and develop facilitation moves to help incorporate writing into existing units of study. Teachers are encouraged to read the county's ELA Toolkit Newsletter, updating teachers to new resources, strategies, videos, and articles. 4

 S197470

**Strategy Rationale**

When the teacher becomes the facilitator and has an intentional plan and strategies for writing in various content areas, the students have more time to engage in writing.

**Action Step 1** 5

PLC's need to collaborate to develop effective opportunities that expand student writing beyond the Being a Writer Curriculum.

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Team logs will be submitted and classroom walk-throughs notes.

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

Samples of student work will be evaluated by the PLC's.

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Samples of work and team meeting logs

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

Examine student writing for various purposes over time.

**Person Responsible**

Karen Frazier

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Student writing samples and journals from across the curriculum.

**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	Gather and analyze the standards based on the unit of study, then plan out the scope and sequence needed to facilitate the students' learning incorporating effective teaching, engagement, and mathematical strategies.	Frazier, Karen	10/1/2015	Discussion logs from Team Meetings and PLCs which include teacher developed assessments, exit tickets, and data collected over the course of a unit of study.	6/3/2016 weekly
G2.B1.S1.A1	Plan visits to model schools for each grade level to view a lesson at least once. Encourage teachers to invite the county coaches and/or the assistant principal into their rooms to provide modeling.	Frazier, Karen	10/1/2015	Observation agendas, schedules and dates.	6/3/2016 quarterly
G3.B1.S1.A1	PLC's need to collaborate to develop effective opportunities that expand student writing beyond the Being a Writer Curriculum.	Frazier, Karen	10/1/2015	Team logs will be submitted and classroom walk-throughs notes.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data will be collected through formative assessment	Frazier, Karen	10/1/2015	Performance Matters Assessments, Unit/Chapter Assessments, FSA Assessment	6/3/2016 weekly
G1.B1.S1.MA1	Student progress will be monitored by using work samples, teacher assessments, and formative assessments.	Frazier, Karen	10/1/2015	Walk-throughs, Team Meeting Logs, lesson plans, assessment results, student work samples.	6/3/2016 weekly
G1.B1.S1.MA1	Formative Assessments, both teacher and county created	Frazier, Karen	10/1/2015	Walk-throughs, Lesson Plans, Team meeting logs, Formative Assessment data.	6/3/2016 weekly
G2.MA1	Increase awareness in faculty's and students' academic and collaborative structures and purposes.	Frazier, Karen	10/1/2015	Walk-through conversations with students and Quality Indicator Rubric.	6/3/2016 weekly
G2.B1.S1.MA1	Classroom walk-throughs using the Quality Indicator Rubric	Frazier, Karen	10/1/2014	Walk-through feedback notes relating to the Quality Indicators	6/3/2015 weekly
G2.B1.S1.MA1	Logs, surveys, and observation notes.	Frazier, Karen	10/1/2015	Sign in sheets are collected, logs are submitted for review and survey data will be gathered.	6/3/2016 quarterly
G3.MA1	Review student writing samples from content areas.		10/1/2014	Student work samples	6/3/2015 weekly
G3.B1.S1.MA1	Examine student writing for various purposes over time.	Frazier, Karen	10/1/2015	Student writing samples and journals from across the curriculum.	6/3/2016 weekly
G3.B1.S1.MA1	Samples of student work will be evaluated by the PLC's.	Frazier, Karen	10/1/2015	Samples of work and team meeting logs	6/3/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increase student proficiency in math skills by incorporating engagement and mathematical strategies.

**G1.B1** Lack of appropriate grade level skills including math facts and problem solving strategies.

**G1.B1.S1** Work in our PLC's to better understand the scope and depths of the each grade's math standards. Utilize the item specs and formative example from Cpalms to better understand how each standard is assessed and what elements of the standards the students struggle with. Teachers are encouraged to read the county's Math Toolkit Newsletter, updating teachers to new resources, strategies, videos, and articles.

### **PD Opportunity 1**

Gather and analyze the standards based on the unit of study, then plan out the scope and sequence needed to facilitate the students' learning incorporating effective teaching, engagement, and mathematical strategies.

#### **Facilitator**

Assistant Principal

#### **Participants**

All Faculty

#### **Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**G2. Increase faculty and student collaboration within the classroom.**

**G2.B1 Lack of teacher experience with the Framework for Intentional Teaching**

**G2.B1.S1** Utilize the county's model schools and coaches to model lessons utilizing the Framework for Intentional Teaching.

**PD Opportunity 1**

Plan visits to model schools for each grade level to view a lesson at least once. Encourage teachers to invite the county coaches and/or the assistant principal into their rooms to provide modeling.

**Facilitator**

Administration

**Participants**

All teachers

**Schedule**

Quarterly, from 10/1/2015 to 6/3/2016

**G3. Increase student writing skills by incorporating writing across the curriculum.**

**G3.B1 Time for writing across the school day.**

**G3.B1.S1** PLC's /grade level teams will create lessons, opportunities, and develop facilitation moves to help incorporate writing into existing units of study. Teachers are encouraged to read the county's ELA Toolkit Newsletter, updating teachers to new resources, strategies, videos, and articles.

**PD Opportunity 1**

PLC's need to collaborate to develop effective opportunities that expand student writing beyond the Being a Writer Curriculum.

**Facilitator**

Team leader

**Participants**

All teachers

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Gather and analyze the standards based on the unit of study, then plan out the scope and sequence needed to facilitate the students' learning incorporating effective teaching, engagement, and mathematical strategies.	\$0.00
2	G2.B1.S1.A1	Plan visits to model schools for each grade level to view a lesson at least once. Encourage teachers to invite the county coaches and/or the assistant principal into their rooms to provide modeling.	\$0.00
3	G3.B1.S1.A1	PLC's need to collaborate to develop effective opportunities that expand student writing beyond the Being a Writer Curriculum.	\$0.00
<b>Total:</b>			<b>\$0.00</b>