Oak Hill Elementary School

2015-16 School Improvement Plan

Oak Hill Elementary School

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

http://www.duvalschools.org/oakhill

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

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

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 was approved by the Duval County School Board on 12/7/2015.

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
Priority	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

The mission of Oak Hill Elementary School is to meet the academic needs of all students, by continually motivating and encouraging students to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will empower them to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement

The vision of Oak Hill Elementary School is to provide an educational environment that is diverse, differentiated, effective, and rigorous in content, offering a learning experience to our students from a global perspective through the use of technology in order to prepare them to become college and career ready.

School Environment

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

In recognition of the achievements and importance of all cultures, Oak Hill:
- Hosts school wide Hispanic and Black history month activities
- Host a school wide Cultural Diversity Day for which all cultures will be recognized
- Teachers mentoring program: each teacher will mentor specific students in their classes who may show early warning signs.
-School counselor and the behavior interventionist will meet with students to work on behavior, academics, and character development
- Teachers and Staff will attend after school activities where parents and students are involve
- Open lines of communication will remain open between the school counselor, behavior interventionist, admin, and teachers.
-Teachers and counselor will discuss students with special circumstances and high needs during common planning.

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

Students are able to participate in the following programs/activities:
Before School
- Students attend extended day
- Students are in supervised assigned area according to grade level
During School
-HERO system is implemented with fidelity along with a behavior ladder system school-wide
- School wide Hall Pass system is monitored
- Instructional team Rituals and Routines are developed and reviewed
- Students are selected and participate in Full Service, Kid Power counseling
After School
- Students participate in Communities in Schools (Team Up)
- Students participate in teacher sponsored clubs (band, prancing pearls, etc)

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

Oak Hill implements the positive behavior intervention system (PBIS) school-wide, which includes:
-Full implementation of HERO
-Full implementation of CHAMPs
-Full implementation of structured movement in hallways to and from resource, dining room, bathroom, arrival, and dismissal
-Full implementation of walking through the hallways and the correct procedures- no talking (Level 0), hands clapped behind
-5 school-wide rules as per whole brain:
SCHOOL-WIDE RULES
1. Follow directions quickly! (suggested gesture: make your hand shoot forward like a flash)
2. Raise your hand for permission to speak. (suggested gesture: raise your hand, then pull it down next to your head and make a talking motion. This rule is most commonly violated.)
3. Raise your hand for permission to leave your seat. (suggested gesture: raise your hand and make a little walking figure with your index and middle finger.)
4. Make smart choices! (suggested gesture: tap one finger to your temple as you say each word.)
5. Keep your dear teacher happy! (suggested gesture: hold up each thumb and index finger out like an "L" framing your face ; bob your head back and forth with each word and smile really big!)
Professional Development:
-New teachers and teachers who need a refresher for CHAMPs will be trained in CHAMPs during the month of September
-All teachers and staff will be provided professional development for HERO implementation
Positive rewards:
-student/ class of the week
-student/ class of the month
-teacher of the week/ month
-grade level of the month
Points as per HERO:
Points Earned: 50-
Prizes (choose one)
- Owl Mart
- Chips
- Candy
- Sticker
- School supplies (notebook, folder, pen, pencil)
- 1 homework pass
- Teacher helper (runs errands)
Points Earned: 200-
- Owl Mart
- 1 homework pass
- Oak Hill T-shirt
- Go help/ spend time with your favorite teacher for 30 minutes
- Owl Mart
Points Earned: 500-
- Lunch with principal
- Fun Friday during power hour
- 2 homework passes
- Gift Card

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 school counselor will play an active role in communicating with the behavior interventionist and teachers about students with high needs, as well as those students who do not display any special circumstances or
needs. Students can be referred to counseling with the school counselor, and the school counselor may refer the student to outside services including Full Service Schools, which provides free mental health counseling to students and their families.

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

-Oak Hill's Warning System is a collaborative and coordinated effort with the School
Counselor, Behavior Interventionist, Administration, Staff, and Teachers. Any of the listed members can
refer a student for consideration for tracking. Any referred student will have an Academic and Behavioral review of past and current occurrences. Students who exhibit:
- habitually consistent absences (5 in a Quarter) or tardiness (7 or more in a quarter)
- Low grades
- Failure of one (1) or more courses (emphasis on Reading/ELA, Math, and Science)
- Three (3) Level 1 behavioral referrals
- Two (2) Level 2 behavioral referrals
- Level 1 on State-Wide Assessment in Reading or Math

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						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	45	28	39	28	28	181
One or more suspensions	0	2	4	13	4	6	29
Course failure in ELA or Math	3	4	4	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	5	8	9	5	29

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

-Students will be assigned to the interventionists to strategically work with specific students individually and/or in small groups.
-Teachers will differentiate instruction strategically as per the data and implement teacher-led centers As per Tier support for K-5 Math:

-iReady
-data analysis to identify need
-differentiated instruction
-iReady print materials
As per Tier support for 5th grade Science:
-FCAT Science
-Labs
-Gizmos
-Focus Lessons
-progress monitoring and lab results
As per Tier support for K-2 Reading:
-iReady
-Barton and Spelling
As per Tier support for 3-5 Reading:
-Achieve 3000
-Barton and Spelling
-DAR

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

The school builds and sustains partnerships with the local community by inviting them to parent involvement activities, such as orientation, open house, PTA and SAC meetings, and beautification days. The school also reaches out to local businesses (SAMs) for donations to events like a teacher planning day
breakfast and monthly birthday celebrations.

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
St. Amand, Claire	Principal
Noble, Kim	Instructional Coach
Rozier, Philena	Instructional Coach
Fry, Maryanne	Guidance Counselor
Felder, Jackie	Dean
Teper, Hope	Instructional Coach
York, Kelly	Instructional Coach

Duties

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

Each member of the leadership team is charged with the responsibility of over-seeing a subject area. Each member meets weekly with the subject area professional learning community (PLC). During the PLC's, lessons are planned, data is analyzed, student work is analyzed, and benchmarks are broken down. Also during PLC's professional development is provided on new or weak areas according to the school based action plan. The coaches and administrators meet weekly to debrief and review data for the week to plan the upcoming professional development. Administrators meet weekly to debrief data and plan next steps.
Claire St. Amand- Principal over 1st, 3rd, 5th grades, CSS
Jeravon Wheeler- Assistant Principal over K, 2nd, 4th
Kelly York- CSS Site Coach
Jackie Felder- Behavior Interventionist
Hope Teper- Reading Coach
Philena Rozier- Reading Instructional Coach
Kim Noble- Reading Instructional Coach
Maryanne Fry- School Counselor

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

Title I funding at Oak Hill is used to fund the following positions:1 full time reading interventionist and 2 paras. There are also funds available for 2 retired teachers to tutor after school, Achieve 3000 lap top carts, and Common Core reading books. Funds are utilized to purchase supplies and materials for parent take home packets and food for events.
Westside Full Service/Family Foundation provides three full time counselors for students; Kid Power is funded through River Region Human Services and provides a school based counselor to see students on a daily basis. Additionally, a partnership with Community Connections allows 140 students to be serviced through TEAM UP is a free after-school program that provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Claire St. Amand	Principal
Kim Noble	Teacher
Ruth Chitty	Parent
Karen Schaum	Business/Community
Nancy Garrett	Teacher
Steve St. Amand	Business/Community
Melissa Daniel	Business/Community
Julie Hampton	Education Support Employee
	Student

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

Evaluation of last year's school improvement plan
The School Improvement Plan was reviewed during the February 2014 SAC meeting. Ms.
The previous admin reviewed with the SAC members the data from the SIP and how it relates to the overall
growth of the school.
Development of this school improvement plan
School improvement plan rough draft will be presented at the SAC meeting on September 15, 2015.
Preparation of the school's annual budget and plan
During the September 2015 SAC meeting the budget will be discussed with the members and any input will be noted for use in determining SAC's involvement in the school's budget and plan

Development of this school improvement plan

SAC plays an important role in the development of the School Improvement Plan by offering suggestions as to how specific funds will be spent to improve student performance overall. During SAC meetings members of the SAC are involved in the revision process of the SIP to ensure that goals are attainable and that the school is being accountable throughout the process.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is underway.

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

The projected use of the SAC funds for 2015-2016 will be to support the PBIS program.

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
St. Amand, Claire	Principal
Noble, Kim	Instructional Coach
Teper, Hope	Instructional Coach
Rozier, Philena	Instructional Coach
Fry, Maryanne	Guidance Counselor
Felder, Jackie	Dean
York, Kelly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The literacy team consists of all administrators, dean of students, all instructional coaches, and 2
teacher leaders per subject area.
School-wide Literacy Plan
All subject areas will implement reading strategies
Achieve 3000 will be implemented in grades 3-5 and during power hour
Literacy Week
Data Chats
Individualized Professional Development
Targeted Focus Saturday School
Small Group Instruction
Ensure that identified teachers are participating in literacy related professional development
Model effective reading instruction
iReady will be implemented in grades K-2
Reader's Theater
Individualized Professional Development
Model effective reading instruction

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

Opening of school activities encouraged positive working relationships between teachers through
learning what types of personalities teachers had- how different the personalities were, how to work with
one another, etc. The school has been scheduled so that subject area teachers have common planning
each day so that collaborative planning and instruction can occur on a daily basis.

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

Applicants will go through an initial interview with the interview team. This team consists of principal,
assistant principal, coaches, and applicable department chairs. The interview team then contacts the
applicant's references and verifies their certification and highly qualified status. Applicant will then return
for final interview. The team will decide if the applicant is a good fit for the school at that point.
Our school works to retain new teachers by placing them in the district MINT program. This program
pairs new teachers (brand new and new to the school) with a mentor teachers based on content taught.
The new teacher and mentor meet weekly, and the school-based professional development facilitator

meets with new teachers monthly.

Administrators and lead teachers participate in a meeting where the new teachers can ask any questions and get answers from the leadership.

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

New teachers participate in the district's MINT program. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior performance evaluation (CAST).

Our school-based professional development facilitator has paired each of the new teachers/mentees with a CET trained teacher according to their subject area. The mentees meet with this facilitator once a month to ensure teachers are completing their paperwork and assist with trainings. The administrators will recommend trainings to the new teachers as she observes their areas of improvement. Each of the mentees will meet with their support mentor once a week. The mentors collect data on their mentees to check for motion in a classroom, classroom management, etc.

The district MINT support activities include:

1. Mentor observation cycles, which new teachers receive formative feedback and targeted coaching
2. New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
3. PDF monthly MINT learning sessions that focus on identified areas of need
4. Collaborative learning PLC's provide additional layers of support and learning opportunistic

At Oak Hill, some of the currently planned activities include the mentees doing focus observations on veteran teachers, pairing mentors and mentees, CHAMPS training, and certification paperwork

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

All teachers have access to the district curriculum guides that are aligned to the Common Core Florida standards and FCAT 2.0 for 5th grade Science. The instructional materials and programs, such as, iReady,

Achieve 3000, Barton and Spelling, Gizmo, etc are all provided to us from the district and are aligned to the Common Core Florida Standards or FCAT 2.0 (Science).

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students through scheduling students according to their level. Teachers will utilize data to drive small group/ individual instructional centers. Interventionists will work with students as per their data on iReady, teacher and district assessment.

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: 10,800

Starting from Day 1, students participate in an additional hour of reading instruction. During this time students are provided with addition strategies and support to help improve their academic performance.
K-2: iReady, Reader's Theater, Centers
3-5: Achieve 3000

Strategy Rationale

More time on task for reading will enhance student scores (DOE).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
St. Amand, Claire, st.amandc@duvalschools.org

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

Students making improvements in their class work and assessments are all indicators of success. Also, the results of the Florida Standards/District assessments tests would also show if the extra time provided to students prior to testing was effective. iReady and Achieve usage and data will also be analyzed to see the effectiveness.

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 the end of their 5th grade school year, students go to Jefferson Davis Middle School for a tour and informational session through the school counseling department. The school counselor also teaches a classroom
guidance lesson at the elementary schools to help students know what to expect in middle school. The counseling department also does a variety of lessons for all grade levels.

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

Oak Hill partners with Junior Achievement to do a whole-school career day where each class will have Junior Achievement who are businessmen/women in the community to come in and teach classes for the day. Oak Hill is working on developing partnerships with other local community organizations.

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

5th graders are spoken to about making career choices by middle school in fields that will allow them to graduate with certificates in Barbering, Certified Nursing Assistant, and police or correction officers.

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

The school counselor will provide lessons to students to discuss career and technical education. Students will participate in the Junior Achievement career day, which will also integrate career experiences in their daily lives.

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

At the elementary level, we are charged with ensuring that students leave the school ready for middle school and has achievable scores in math, reading and writing. Utilizing the different state and district data, that will allow us the opportunity to enforce the skills that the students are lacking in an effort to ensure preparedness.

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.   If teachers collaborate to implement small group, standards-based instruction driven by student data, as well as tasks for centers, then proficiency in all content areas will increase for the 2015-16 school year.

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. If teachers collaborate to implement small group, standards-based instruction driven by student data, as well as tasks for centers, then proficiency in all content areas will increase for the 2015-16 school year. 1a

Targets Supported 1b

🔍 G071755

Indicator	Annual Target
5Es Score: Collective Responsibility	51.0

Resources Available to Support the Goal 2

- Curriculum Guides and resources provided within
- Professional development on how to pull data from performance matters, Achieve, and iReady
- Data summits to analyze data and develop effective small groups/ centers

Targeted Barriers to Achieving the Goal 3

- 1 Inconsistent and ineffective implementation of daily centers in all subject areas.
- 2. There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses.
- 3. Not enough knowledge of core curriculum and Tier 2 and 3 interventions and the resources that would provide teachers with instructional tools.
- Increased discipline problems and ineffective consequences

Plan to Monitor Progress Toward G1. 8

Data from district and state Assessments, iReady, Achieve 3000, etc. will be collected to monitor progress. As per the data, the interventionists and coaches will work directly with the students and teachers as per their needs.

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Student work, student data, teacher data

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. If teachers collaborate to implement small group, standards-based instruction driven by student data, as well as tasks for centers, then proficiency in all content areas will increase for the 2015-16 school year. 1

🔑 G071755

G1.B1 1 Inconsistent and ineffective implementation of daily centers in all subject areas. 2

🔑 B187074

G1.B1.S1 1. Professional development, modeling, co-teaching from all content specialists and School based coaches. 4

🔑 S198505

Strategy Rationale

Action Step 1 5

Professional Development Training through Lesson Studies, Inservices, Collaborative Planning

Person Responsible

Hope Teper

Schedule

Weekly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Coaching logs, Attendance Sheets, Teacher Notes, Debriefing Notes, and Student Artifacts and bi-Quarterly Assessment Data

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

Instructional rounding, lesson plans checks, observations, analysis of student work will monitor fidelity.

Person Responsible

Jeravon Wheeler

Schedule

Biweekly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Student work samples, individual student data reports, reflection notes

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

Instructional rounding, walk-throughs, data summits, analysis of data to drive strategic instruction

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Student work samples, individual student data, teacher data

G1.B2 2. There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses. 2

B187075

G1.B2.S1 Professional development from district and school-based specialists with a focus on increasing teacher knowledge in analyzing student data and effectiveness of driving instruction. 4

S198506

Strategy Rationale

Action Step 1 5

PLC 's will be conducted by the leadership team for teachers during their common planning. The professional development opportunities will provide teaches with strategies on analyzing student data, grouping students as per their strengths and weaknesses, driving differentiated instruction.

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 9/3/2015 to 6/10/2016

Evidence of Completion

PLC logs, usage of Performance Matters, data analysis for students and teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data Summits will occur quarterly with each grade level, which will allow teachers to present the data

Person Responsible

Claire St. Amand

Schedule

On 6/10/2016

Evidence of Completion

Data summit power points

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional rounding, data boards

Person Responsible

Jeravon Wheeler

Schedule

On 6/10/2016

Evidence of Completion

Data boards, individual teacher data, data summits

G1.B3 3. Not enough knowledge of core curriculum and Tier 2 and 3 interventions and the resources that would provide teachers with instructional tools. `2`

🔍 B187076

G1.B3.S1 Provide professional development through PLC's on reviewing resources within the curriculum guide. `4`

🔍 S198507

Strategy Rationale

Action Step 1 `5`

Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.

Person Responsible

Hope Teper

Schedule

On 6/10/2016

Evidence of Completion

Resources are in place and being used with fidelity in all classrooms.

Action Step 2 [5]

Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.

Person Responsible

Hope Teper

Schedule

On 6/10/2016

Evidence of Completion

Resources are in place and being used with fidelity in all classrooms.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Review lesson plans and conduct walkthroughs

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Lesson plans and walk throughs will be conducted to guarantee that resources are being implemented.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 [7]

Review use of resource effectiveness as per checks for understandings, data, etc

Person Responsible

Jeravon Wheeler

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Walk throughs will be conducted, as well as, analysis of data

G1.B4 Increased discipline problems and ineffective consequences 2

🔍 B187077

G1.B4.S1 The school-wide positive behavior system, HERO, will be implemented with fidelity, along with the school-wide rules, CHAMPs, and interventions. Consequences of negative behavior will be handled as per the student code of conduct. 4

🔍 S198508

Strategy Rationale

Action Step 1 5

Professional development will be provided for HERO, 5 rules, CHAMPs, and interventions

Person Responsible

Claire St. Amand

Schedule

Monthly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Professional development sign-ins, HERO usage, rules and CHAMPs posted

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of discipline data will occur weekly to ensure interventions, HERO, CHAMPs, etc are being implemented with fidelity.

Person Responsible

Jeravon Wheeler

Schedule

On 6/10/2016

Evidence of Completion

Discipline data will be used along with HERO usage

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitoring of discipline data thorugh FOCUS and usage of HERO points

Person Responsible

Jeravon Wheeler

Schedule

Monthly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Evidence collected will be decreased discipline referrals and an increase in HERO points usage.

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	Professional Development Training through Lesson Studies, Inservices, Collaborative Planning	Teper, Hope	9/3/2015	Coaching logs, Attendance Sheets, Teacher Notes, Debriefing Notes, and Student Artifacts and bi-Quarterly Assessment Data	6/10/2016 weekly
G1.B2.S1.A1	PLC 's will be conducted by the leadership team for teachers during their common planning. The professional development opportunities will provide teaches with strategies on analyzing student data, grouping students as per their strengths and weaknesses, driving differentiated instruction.	Wheeler, Jeravon	9/3/2015	PLC logs, usage of Performance Matters, data analysis for students and teachers	6/10/2016 weekly
G1.B3.S1.A1	Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.	Teper, Hope	9/10/2015	Resources are in place and being used with fidelity in all classrooms.	6/10/2016 one-time
G1.B4.S1.A1	Professional development will be provided for HERO, 5 rules, CHAMPs, and interventions	St. Amand, Claire	9/10/2015	Professional development sign-ins, HERO usage, rules and CHAMPs posted	6/10/2016 monthly
G1.B3.S1.A2	Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.	Teper, Hope	9/10/2015	Resources are in place and being used with fidelity in all classrooms.	6/10/2016 one-time
G1.MA1	Data from district and state Assessments, iReady, Achieve 3000, etc. will be collected to monitor progress. As per the data, the interventionists and coaches will work directly with the students and teachers as per their needs.	Wheeler, Jeravon	9/3/2015	Student work, student data, teacher data	6/10/2016 weekly
G1.B1.S1.MA1	Instructional rounding, walk-throughs, data summits, analysis of data to drive strategic instruction	Wheeler, Jeravon	9/3/2015	Student work samples, individual student data, teacher data	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Instructional rounding, lesson plans checks, observations, analysis of student work will monitor fidelity.	Wheeler, Jeravon	9/3/2015	Student work samples, individual student data reports, reflection notes	6/10/2016 biweekly
G1.B2.S1.MA1	Instructional rounding, data boards	Wheeler, Jeravon	9/3/2015	Data boards, individual teacher data, data summits	6/10/2016 one-time
G1.B2.S1.MA1	Data Summits will occur quarterly with each grade level, which will allow teachers to present the data	St. Amand, Claire	10/2/2015	Data summit power points	6/10/2016 one-time
G1.B3.S1.MA1	Review use of resource effectiveness as per checks for understandings, data, etc	Wheeler, Jeravon	9/10/2015	Walk throughs will be conducted, as well as, analysis of data	6/10/2016 weekly
G1.B3.S1.MA1	Review lesson plans and conduct walkthroughs	Wheeler, Jeravon	9/10/2015	Lesson plans and walk throughs will be conducted to guarantee that resources are being implemented.	6/10/2016 weekly
G1.B4.S1.MA1	Monitoring of discipline data thorugh FOCUS and usage of HERO points	Wheeler, Jeravon	9/10/2015	Evidence collected will be decreased discipline referrals and an increase in HERO points usage.	6/10/2016 monthly
G1.B4.S1.MA1	Review of discipline data will occur weekly to ensure interventions, HERO, CHAMPs, etc are being implemented with fidelity.	Wheeler, Jeravon	9/10/2015	Discipline data will be used along with HERO usage	6/10/2016 one-time

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. If teachers collaborate to implement small group, standards-based instruction driven by student data, as well as tasks for centers, then proficiency in all content areas will increase for the 2015-16 school year.

G1.B1 1 Inconsistent and ineffective implementation of daily centers in all subject areas.

G1.B1.S1 1. Professional development, modeling, co-teaching from all content specialists and School based coaches.

PD Opportunity 1

Professional Development Training through Lesson Studies, Inservices, Collaborative Planning

Facilitator

School based coach and district coach as needed

Participants

Teachers

Schedule

Weekly, from 9/3/2015 to 6/10/2016

G1.B2 2. There is a lack of knowledge in analyzing student data and there is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses.

G1.B2.S1 Professional development from district and school-based specialists with a focus on increasing teacher knowledge in analyzing student data and effectiveness of driving instruction.

PD Opportunity 1

PLC 's will be conducted by the leadership team for teachers during their common planning. The professional development opportunities will provide teaches with strategies on analyzing student data, grouping students as per their strengths and weaknesses, driving differentiated instruction.

Facilitator

Coaches, interventionists, administrators

Participants

All teachers

Schedule

Weekly, from 9/3/2015 to 6/10/2016

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	Professional Development Training through Lesson Studies, Inservices, Collaborative Planning	$0.00
2	G1.B2.S1.A1	PLC 's will be conducted by the leadership team for teachers during their common planning. The professional development opportunities will provide teaches with strategies on analyzing student data, grouping students as per their strengths and weaknesses, driving differentiated instruction.	$0.00
3	G1.B3.S1.A1	Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.	$0.00
4	G1.B3.S1.A2	Coaches and interventionists will attend each grade levels PLC's to discuss additional resources for effective and strategic teaching.	$0.00
5	G1.B4.S1.A1	Professional development will be provided for HERO, 5 rules, CHAMPs, and interventions	$0.00
		Total:	$0.00