

Bay District Schools

# Cedar Grove Elementary School



2016-17 Schoolwide Improvement Plan

## Cedar Grove Elementary School

2826 E 15TH ST, Panama City, FL 32405

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	F	

*\*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 Bay 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Cedar Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Cedar Grove Students will generate original ideas, evaluate information and communicate their thoughts effectively through reading, writing, listening, speaking, and reasoning.

##### b. Provide the school's vision statement.

Cedar Grove is committed to developing confident, capable, literate learners.

#### 2. School Environment

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

Demographic data is shared during preschool inservice to better help the staff understand our clientele.

Teachers build and enforce relationships with students by: Interest inventories, Kagan Cooperative structures (classbuilding and teambuilding), CRISS Strategies, greeting the students at the door, recognizing students by name, PBS schoolwide classroom expectations, student data chats, family night outs, and having student developed classroom expectations (rules) that are embedded with and reflect the schoolwide expectations. During School pre-service, the work of Ruby Payne and Eric Jensen was studied and the staff took a tour of the school zone to witness and better understand the culture and clientele of the school.

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

CGE promotes and fosters an environment where students feel safe and respected by utilizing PBS school wide expectations, counseling with guidance, availability of School SRO, providing bullying education, character education, monthly character traits, Social Skills Education, and Bay Base after school program.

##### c. 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.

CGE is a Positive Behavioral Support school that utilizes school wide expectations to promote and grow positive behavioral expectations that are fair and consistently enforced. Training will be provided and refresher courses will be given during the school year. Behavioral data will be shared with the faculty and staff monthly. Kagan Win-Win discipline will be utilized to assist with the schoolwide PBS plan. Individual classroom behavioral plans are required to have the schoolwide expectations embedded in them. Class DOJO computer program will be used for the staff to track their positive interactions with their students. Kagan Cooperative Structures and CRISS strategies will be utilized to keep students engaged during instructional time.

##### d. 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.

Cedar Grove strives to ensure that the social-emotional needs of all learners are being met. To better accomodate this need we offer: Social skills training for students, site based Social Worker, and a school Psychologist, referral to outside providers and providing access during the school day to students in need of emotional support.

### 3. Early Warning Systems

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

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

Cedar Grove's early warning system includes using multiple programs among these are the use of the district wide FOCUS computer system which tracks attendance, discipline with an emphasis on suspensions, D and F reports, which are run at the request of administration, Bi-monthly Multi Tiered Systems of Support Process (RtI-MTSS) to track and monitor students who are showing signs of falling behind, and the Northwest Evaluation Associations Measures of Academic Progress (NWEA MAP) Assessments to track student growth. We utilize the Florida Standards Assessment (FSA) to monitor students who scored below proficiency in English Language Arts, Mathematics, and Science in grades K-5.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	24	16	12	14	8	0	0	0	0	0	0	0	96
One or more suspensions	8	9	4	7	2	13	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	4	8	6	6	2	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	22	35	38	0	0	0	0	0	0	0	95

##### 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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	5	4	9	11	17	0	0	0	0	0	0	0	51

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

Administration meets monthly (MTSS meetings) with classroom teachers to monitor the academic performance of students who are identified by the EWS system. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the classroom level to analyze students who are at moderate risk or a high risk for not meeting benchmarks. The team will also collaborate to problem solve and evaluate implementation of programs.

Administration will meet quarterly with teachers for a data chat utilizing the academic spreadsheet pertaining to their class. At these meetings teachers will discuss and analyze class data and inform administration how their students are tracking on progress of standards, common assessments and

benchmark testing.

MTSS leadership team meetings: The focus of the MTSS Leadership Team is to develop and maintain a problem-solving system to bring out the best in our school, teachers and students.

The team will meet monthly. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or a high risk for not meeting benchmarks. The flow charts developed by this team will be used to determine movement through Tiers 1, 2 and 3. The team will also collaborate to problem solve and evaluate implementation. The team will facilitate the process of RtI implementation. Identified Tier 3 students in the area of reading have their special area suspended to focus on intervention in reading.

For students who exhibit chronic absenteeism the Title I Resource Teacher, School Social Worker, and Parent Liaison will work with the classroom teachers to monitor identified students attendance and schedule CST's to make parents aware of the attendance problem and brainstorm ways the school can assist. This teacher will follow the districts steps and even attend truancy court if necessary. Celebrations for attendance will be scheduled every 3 weeks.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314582>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. 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.

Cedar Grove develops partnerships with the local community through open lines of communication. We send out flyers and mailers asking for business support for projects and family events. Administration attends local civic functions to promote the school. The school works with our local universities to promote higher education. We invite out local media groups out so we can highlight our success and express any further needs we have. We work with our local military bases to help with special projects and to provide student mentors. The research centers of the military have also supported our stem initiatives and provided grant dollars to purchase Elementary is Engineering kits. We have a strong support through our local churches. First Assembly of God of Panama City, Panama City First Baptist Church, Hiland Park Baptist Church are just a few of the churches that have shown a continued commitment to our success. First Baptist Church and First Assembly provided a back to school breakfast and lunch for the staff of Cedar Grove to start the year off. First Baptist Church Supports us with our blessings in a backpack program, providing over 50 backpacks full of snacks and food for the weekend

to over 50 students in need. Hiland Park Baptist hosts our shoes for souls program, providing students new shoes. First Baptist Church does a multitude of wonderful things for our school. They provide a Sunday school class sponsor for each class on campus. They host a welcome back breakfast and luncheon for teachers and provide lunch for the entire staff during teacher and staff appreciation week. They provide mentors to the school. They support our anti-bullying campaign and continue to help with character education and the school wide attendance initiative. Bay Education Foundation provides opportunities annually for classroom grants. Chik-Fil-A donated school supplies and Gulf Coast State College provided school supplies for 100 students.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Campbell, Phillip	Principal
Davis, Kevin	Teacher, K-12
Murrell , Laura	Teacher, K-12
Stringfellow, Sheree	Teacher, ESE
Williamson , Christy	Teacher, K-12
	Assistant Principal
Gaddy, Melissa	Teacher, ESE
Newsom, Jennifer	Teacher, K-12
Libby, Lisa	Teacher, ESE
Richardson, Darlene	Instructional Coach
Lilja, Carla	Assistant Principal
Cole, Candace	Instructional Coach
Gibson, Gloria	Teacher, K-12
Wielenga, Crystal	Teacher, K-12
Brillard, Tamara	Teacher, K-12

#### b. Duties

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

Roles and Responsibilities of the School Based Leadership Team are as follows:

1. Facilitate team meetings.
2. Serve as members of the School Improvement Team and School Based Leadership Team. Coordinate continuous improvement efforts for school improvement throughout the year.
3. Perform ongoing data analysis to determine needs in relation to the team including but not limited to state, district, and school based assessments.

4. Serve and chair school committees to assist with reports and curriculum planning.
5. Maintain records of team meetings, data analysis, communications and recommendations.
6. Work with school administration and TNTP to make necessary changes to programs and/or interventions.
7. Assist substitute teachers and mentor new teachers.
8. Coordinates activities, programs, field trips, resources and resource personnel for the team.
9. Assume responsibility for selection and requisition of materials and textbook needs for grade level team.
10. Serve in other capacities as directed by the school principal.
11. If needed be available outside the contracted work day to perform the above responsibilities.

**2. 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.**

After dis-aggregating data, the school based leadership team (SBLT) identifies areas of need and aligns available resources (personnel, instructional, and curricular) to maximize desired student outcomes. The SBLT, under the leadership of the district, site based administration and TNTP, meets monthly to analyze data and make any necessary adjustments. All resources are inventoried through the district and site based school media centers. The methodology for coordinating and supplementing funds, services, and programs are in coordination with district personnel and following district protocol.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Phillip Campbell	Principal
Colletta Wilson	Business/Community
Rayna West	Parent
Ellis Martin	Parent
Mindy Evans	Parent
Dot Shelby	Education Support Employee
Kat El-Far	Parent
Christy Priemer	Parent
Virgen Rivera	Parent
Melanie Weaver	Parent
Valencia Johnson	Parent
Julita Briggs	Education Support Employee
Carol Holmes	Business/Community
Tameka Williams	Parent
Lakeshia Watford	Parent
Sahir Jasim	Parent
Christina Adams-Volpe	Education Support Employee
Kevin Davis	Teacher
Carla Lilja	Teacher
	Student

#### **b. Duties**

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

###### **a. Evaluation of last year's school improvement plan**

During the regularly scheduled meetings, progress monitoring data was shared with the SAC committee. Committee members were given opportunities and encouraged to voice concerns and provide feedback on the progress of the School Improvement Plan and the Parent involvement plan of the SIP. They are also informed on the school status of the State/District Differentiated Accountability meetings.

###### **b. Development of this school improvement plan**

Members of the SAC have been provided opportunities during regularly scheduled meeting to analyze school data and through the problem solving process to identify needs, resources and barriers. In addition, the SAC members have been afforded the opportunity to provide input and feedback on the needs, resources and barriers previously identified by the school staff and the School-Based Leadership Team.

###### **c. Preparation of the school's annual budget and plan**

During the May 19, 2016 SAC meeting the tentative Title I and school budget was shared. The Committee members expressed concern about the reduction in Title I funding to Cedar Grove. The committee did express that they wanted to continue if possible with all programs and allowances that were in place for the current 2015-2016 school year. Mr. Campbell explained that we would do the

best we could dependent on our funding numbers. Mr. Campbell gave projected numbers and after explanation and clarification, the committee approved the tentative budgets for the 2016-2017 school year.

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

On May 19, 2016 CGE was given the allocation of \$2,974 to be expended by the SAC committee. Mrs. Shelby made a motion to allocate \$2,974 budget toward student recognition including, but not limited to, award certificates, and medals, student celebrations including food and refreshment items, PBS sponsored activities, ROAR Day and attendance celebrations as well as end-of-year celebrations of learning by various grade groups to include food and refreshment items. Mr. Martin seconded the motion. The motion was passed unanimously.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williamson , Christy	Instructional Coach
Campbell, Phillip	Principal
Libby, Lisa	Teacher, ESE
Smith , Debra	Instructional Media
Gaddy, Melissa	Teacher, ESE
Cole, Candace	Instructional Coach
Lilja, Carla	Assistant Principal
Davis, Kevin	Other
Stringfellow, Sheree	Teacher, ESE
Wielenga, Crystal	Teacher, K-12
Murrell , Laura	Teacher, K-12
Richardson, Darlene	Instructional Coach
Gibson, Gloria	Teacher, K-12
Brillard, Tamara	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT promotes literacy within the school by analyzing student data, SRA placement and tracking, and adhering to the school's Comprehensive Reading Plan. Based upon the needs reflected by the data, the LLT will develop ongoing professional development, ultimately to improve student achievement. Professional development will focus on SRA Training, Close reading and writing with an

emphasis on response writing and content area writing, improving direct instruction, and higher order questioning skills. The development of these strategies is intended to improve and enrich ALL learners at Cedar Grove. An increased emphasis will be placed on reading and comprehension in the content areas. The Site Based instructional specialist will work closely to monitor fidelity of SRA program and oversee regrouping, placement of students and pacing in regards to progress on standards. The specialist will work with the Literacy Coach to assist in building and maintaining capacity with implementation of these strategies. The instructional specialist will also serve as an effective classroom model. Input from TNTP will be instrumental when making professional development/ instructional decisions. The Literacy Coach and Principal will be responsible for follow up of the professional development activities.

#### **D. Public and Collaborative Teaching**

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

##### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Strategies that encourage positive working relationships among teachers are:

- Common grade level planning times
- 2 day summer planning
- Professional Learning Communities (PLC's)
- Utilization of grade level chairs
- Book Studies
- Weekly grade level meetings
- Monthly Curriculum meetings
- Faculty meetings/ Professional Development
- Staff socials
- Monthly MTSS data chats
- Site based mentoring program
- Peer led staff development
- TNTP recommended staff development
- Peer observations
- Teachers names on the sign for class of the month
- Signs and personalized parking spaces for Teacher of the Year and Support Staff of the Year
- Tiger Talk- Weekly staff memo
- Utilization of Google Docs to share student progress information
- Celebration of staff birthdays (PBS and choir)
- Weekly Teacher recognition from student and peer recommendations (VIP's)

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

The strategies that Cedar Grove uses to recruit, develop, and retain highly qualified, certified-in-field, effective teachers are:

- Employ personnel to support and mentor teachers in their professional development, data analysis, classroom management and delivering instruction to students: Literacy Coach, Math Coach, Science Coach
- Provide staff development and parent involvement workshop stipends.
- Common planning times for grade groups.
- Smaller class size.
- Provide appropriate and meaningful staff development opportunities.
- Direct contact with colleges and universities
- Work with TNTP and implement their recommendations for staff development, retention, and recruitment.

District protocol: District offered significant bonus incentive and perks for any teacher rated H or HE to transfer to CGE  
Follow district protocol

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

As a part of the district's beginning teacher induction program there is a component for mentoring, but the local school does not administer that program. Mentoring plans that were implemented in the past have been removed from funding. Grade-level chairs serve as site based mentor teachers and model classrooms. Reading and Math coaches are site based and utilized for assistance in planning, organization, teaching, professional development, and modeling of lesson. Planned mentoring activities are: common planning, modeling lessons, analyzing data, and acclimating to the school environment.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Core subject materials go through a rigorous adoption process at the state level to assure textbook alignment to the Florida Standards. The district adopts core materials based on state options.

All four days of preschool inservice training were held on site with professional development geared toward Cedar Grove and Instructional programs that are on site.

Cedar Grove teachers meet weekly in their PLC's to discuss, collaborate, reflect, and pace standards based curriculum taught on their grade level. Common grade level assessments are developed based on standards taught. In addition to this one work day per quarter, is dedicated to PLC work and collaboration.

Administration meets quarterly with teachers for data chats, these chats are focused on grade level standards and each students progression to mastery.

Teacher lesson plans are monitored weekly for fidelity and adherence to Florida standards by administration.

#### **b. Instructional Strategies**

##### ***1. 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.***

Cedar Grove uses data to drive and differentiate instruction to better accomodate and meet the needs of our diverse learners. Teachers with assistance from the site based coaches, both literacy and math, monitor students through the use of data notebooks, SRA reading data weekly: to determine how students are tracking and growing in their reading proficiency. Reading and math groups are adjusted based on the data and student growth. Grade levels have developed common assessments linked to their standards. During their common planning time they monitor their data and differentiate instruction to shore up deficiencies in their student learning. Once a month all teachers meet with the MTSS team. At the meetings, the team will review screening data and link results to instructional

decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Flow charts have been developed by this team to help determine movement through tiers 1,2, and 3. The team will collaborate to problem solve and evaluate implementation. Teachers have data chats with administration to monitor how their students are progressing on the FL Common Core standards. Emphasis will be placed on the lowest 25% of students in each class. Multiple data sources will be used during these chats. Data included in these chats are Measures of Academic Progress (MAP), DIBELS screeners, FCAT Science scores, FSA Scores, classroom grades, and Number Sense Screener (for grades K and 1).

**2. 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:** 2,640

Fifteen minutes has been added to the end of the academic day. With this addition to the day, an extra hour has been added to the E.L.A. block. The ELA block at Cedar Grove will be 180 minutes daily or 900 minutes a week.

**Strategy Rationale**

This is done to further strengthen core instruction and remediation strategies in reading.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Campbell, Phillip, campbjp@bay.k12.fl.us

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

Data that will be used to analyze the effectiveness of this strategy will be: Classroom grades, formative common assessments, summative common assessment, NWEA/MAP benchmark assessment results, FSA results, Classroom instructional walk throughs, District PLUS2 meetings and results.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

At Cedar Grove Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The following strategies assist preschoolers with low readiness rates: the state's volunteer Pre-K program, Head Start, and ESE Pre-K are programs that are currently in use to assist preschoolers. Additionally, each school has an Open House/Move in day before school begins. During the Open House/ move it day, students are introduced to the teacher and the school. Parent involvement and communication regarding transition programs occur at each Title 1 school. Each school sends surveys to kindergarten parents and

newsletters home about transition events to inform parents with younger children. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community. There are dedicated funds in Title 1 to address the Pre-K transition strategies outlined above. Parents are involved in evaluating the effectiveness of the Pre-K transition plan. Parents assist in updating the transition plan by participating in SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan. The district provides all Title 1 schools with technical assistance, feedback and support. The activities start in the spring in which children are invited to the school to participate in activities such as visits to classrooms, playground and lunchroom. They have the opportunity to play with children already in kindergarten. While the children are in the classroom, the teacher will read a story, have circle time or let the children play in the different centers. While the children are visiting the classrooms, the parents receive information on how to enroll their child in the school and how to prepare their child for kindergarten.

Contact is made with the districts middle schools and outgoing fifth graders are given flyers for parental involvement and communication regarding transition programs to middle school. In the spring our fifth graders are transported to a middle school to assist for a transitional consultation. The purpose is to assist our outgoing students in acclimating to the next level. Students have an opportunity to tour the campus, visit classrooms, and meet the administration. Even though they may attend another middle school in the district they gain a working knowledge of skills needed at the next level. Middle schools provide an official orientation meeting for incoming students before the official start of school. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

#### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. 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:

*No files were uploaded*

## 2. 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.

## B. 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.

## C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems.
- G2.** Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems. 1a**

 G083594

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	-10.0

**Targeted Barriers to Achieving the Goal 3**

- Student absenteeism

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Supplying teachers with attendance bracelets.
- Supplying teachers with attendance charts to track weekly attendance.
- Community Partners, First Baptist Church implementing attendance celebrations every 3 weeks.
- Title I teacher to monitor excessive absences and attend truancy court
- Parent Notification after 3 absences.
- Title I teacher to schedule and attend CST's on attendance.
- Attendance presentation to parents during open house
- Attendance presentation to Kindergarten parents on the first day of school.
- Use of P.B.S. team to coordinate and plan a behavioral celebration ever 6 weeks.
- Use of community partners to help assist and supply behavioral celebrations
- Teacher use of classroom DOJO management program.
- Change of procedures to attend PBS functions based on DOJO points as compared to ODR's
- Classroom expectations to model school expectation.
- School Site Based Social Worker to assist parents and teachers as requested

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

Attendance and discipline data will be collected monthly from FOCUS

**Person Responsible**

Kevin Davis

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

FOCUS attendance and discipline reports will be monitored every month and compared to the previous years data.

**G2. Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.** 1a

G083595

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	45.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	45.0
FSA ELA Achievement	41.0
FSA Mathematics Achievement	45.0

**Targeted Barriers to Achieving the Goal** 3

- Knowledge of content and pedagogy based on student data

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Personnel: Administration (Principal and Assistant Administrator) New Assistant Administrator for 16-17 The New Teacher Project Company (TNTP) as an outside consultant Site-based Literacy Coach (Cole) Site-based Math Coach (Richardson) Site-based Instructional Specialist (Williamson) Site-based Guidance Counselor (Ammons) Site-based Title 1 Resource Teacher (Davis) Parent Liaison (Hand) ESE Resource Teacher onsite 2 days weekly (Moore) District Instructional Specialist for Mathematics (Rowell) District Administrative Data Coach (Baker) District-based Instructional Specialist in Writing (Rogers) MTSS Staff training Specialist (Celestini) District ESE specialist (Edwards) District MTSS specialist (Mulkusky) District Science specialist (McCurdy/ Brack) District ELA specialist (Pitts) Speech and Language Pathologists on staff (3) Extensive classroom and instructional support by trained paraprofessionals Site-Based Leadership Team Site-Based Kagan Coaches (Williamson) TNTP Educational Consultant
- Materials: SRA--Guided instruction Manipulatives for Mathematics and Language Arts readily available Technology available to teachers and students Assessments available to monitor student progress (MAP, Harcourt, etc.) Leveled readers (Science, Social Studies, Reading) Classroom libraries Grab 'n' Go Math kits Numerous computer-based programs available in classrooms, computer lab and media center FCRR resources available District grade level pacing guides CPALMS STEMSCOPES Scholastic Storyworks (3rd Grade Storyworks Jr.) Readworks McGraw Hill Wonders Resources First in Math Computer Program DOJO Class Management system SRA Math Labs SRA Reading Success Voyager Passport Rewards-reading and writing program
- Professional Development: SRA implementation and staff development (both instructional and support) Site based Kagan Coaching NWEA/MAP Book studies Educational Impact Beacon Courses Model Classrooms Site-based Danielson Framework Experts CPALMS Classroom DOJO TNTP recommendations
- Parent involvement encouraged through: Volunteer program Parent involvement activities (family night out) School Advisory Council Title I meetings
- Weekly grade level team collaboration
- Small class size
- Additional funding available through Title 1
- Community partnerships (i.e., First Baptist Church, Callaway Assembly of God, First Assembly, Hiland Park Baptist)

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

Data that will be collected will be: Weekly grade meeting minutes that focus on common assessments, lesson plans, data from assessments, Teacher Google Doc data folder, and SRA group notebooks. Grade level chats involving MAP and common assessments.

**Person Responsible**

Phillip Campbell

**Schedule**

Weekly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Class Google Doc. with all pertinent information, Grade Level meeting notebook, SRA Notebooks, Lesson plans, NWEA assessments and/or reports, and Classroom Grades

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems. 1

 G083594

**G1.B1** Student absenteeism 2

 B221834

**G1.B1.S1** Incentive program in partnership with First Baptist Church. (1) Present to staff during school-based in-service August 8, 2016. (2) Present to parents during open house on Thursday Sept. 15, 2016 . (3) Attendance Celebration every 3 weeks to reward/honor those with perfect attendance for the 3 week time period. 4

 S234065

### Strategy Rationale

To recognize and reward students for being in class on time.By doing this they are achieving the PBS Roar expectation of on time.

### Action Step 1 5

Attendance incentive Program

#### Person Responsible

Phillip Campbell

#### Schedule

Monthly, from 8/18/2016 to 6/2/2017

#### Evidence of Completion

Number of students in attendance at celebrations and increased student school attendance.

### Action Step 2 5

Present Attendance data and incentive changes to the staff.

#### Person Responsible

Phillip Campbell

#### Schedule

On 6/2/2017

#### Evidence of Completion

Preschool based staff sign in sheets.

### Action Step 3 5

Weekly Recognition of Grade level with the highest attendance average on ITV

**Person Responsible**

Kevin Davis

**Schedule**

Weekly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Weekly report from Focus.

### Action Step 4 5

Monthly recognition and incentive of grade level with highest ADA for the month.

**Person Responsible**

Kevin Davis

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Focus Report & Incentive List

### Action Step 5 5

Students with monthly perfect attendance will be put in a drawing for a reward. Team with business partners to support rewards program.

**Person Responsible**

Kevin Davis

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Monthly focus report

**Action Step 6** 5

Utilize parent liaison in attendance tracking, notification, and reporting.

**Person Responsible**

Phillip Campbell

**Schedule**

Daily, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Call log, Focus attendance reports

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

Number of students eligible to participate in celebration activities.

**Person Responsible**

Kevin Davis

**Schedule**

Every 6 Weeks, from 8/19/2014 to 5/29/2015

***Evidence of Completion***

Attendance spreadsheet and attendance reports from FOCUS and/or classroom teachers

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

Data collected will be compared to previous attendance records for celebrations

**Person Responsible**

Kevin Davis

**Schedule**

Monthly, from 8/22/2016 to 8/22/2016

***Evidence of Completion***

Teachers will have their classroom attendance charts and FOCUS data.

**G1.B1.S2** The P.B.S. team will sponsor celebratory events for student of the month, ROAR day, VIP's, class of the month, bus of the month, and teacher VIP's. These incentives tie into school/classroom expectations and behavior. 4

S234066

### Strategy Rationale

To reward students for displaying school wide and classroom expectations as demonstrated through classroom DOJO and a reduction in office discipline referrals. To provide incentives to teachers who are recognized for going above and beyond by peers and students.

### Action Step 1 5

Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.

#### Person Responsible

#### Schedule

On 8/8/2016

#### Evidence of Completion

Staff presservice sign in sheets and Staff handbook

### Action Step 2 5

4 pep rallies, one for primary and one for intermediate to inform students of qualifications to attend celebratory events

#### Person Responsible

Carla Lilja

#### Schedule

Semiannually, from 8/19/2016 to 1/6/2017

#### Evidence of Completion

Copy of school calendar and PBS summer training agenda.

### Action Step 3 5

Roar Days Every 5 to 6 weeks based on dojo averages and ODRs.

**Person Responsible**

Carla Lilja

**Schedule**

On 6/2/2017

***Evidence of Completion***

Attendance Spreadsheet for Roar Days.

### Action Step 4 5

Dojo Refresher and new tricks PD

**Person Responsible**

Phillip Campbell

**Schedule**

On 8/12/2016

***Evidence of Completion***

Sign in Sheets

### Action Step 5 5

Utilize Paraprofessional to implement social skills and provide behavioral interventions.

**Person Responsible**

Phillip Campbell

**Schedule**

Daily, from 8/18/2015 to 5/31/2016

***Evidence of Completion***

Social skills log and intervention log

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

Number of students who participate in celebratory activities

**Person Responsible**

Carla Lilja

**Schedule**

Monthly, from 8/19/2014 to 5/29/2015

***Evidence of Completion***

Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.

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

Data collected will be compared to previous years data.

**Person Responsible**

Carla Lilja

**Schedule**

Monthly, from 8/19/2014 to 5/29/2015

***Evidence of Completion***

Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.

**G2.** Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. 1

 G083595

**G2.B13** Knowledge of content and pedagogy based on student data 2

 B221854

**G2.B13.S1** Provide support for data driven instruction, content, and pedagogy. 4

 S234070

### Strategy Rationale

To ensure a guaranteed and viable curriculum for all students.

### Action Step 1 5

Continue implementing Professional Learning Communities to develop, implement, analyze and improve instructional delivery of state standards.

#### Person Responsible

Phillip Campbell

#### Schedule

Weekly, from 8/18/2016 to 6/2/2017

#### Evidence of Completion

Minutes from weekly meetings that include documented conversation of common assessments, common assessment results, modifications to instruction, adjustments to lesson plans and pacing and an increase in student achievement.

### Action Step 2 5

Utilization of school based District provided Literacy and Math coaches as well as site based Title I intervention teacher to assist with instructional shifts specifically using close reading and text based writing in the curriculum to increase mastery of standards.

#### Person Responsible

Phillip Campbell

#### Schedule

Biweekly, from 8/18/2016 to 6/2/2017

#### Evidence of Completion

Coaches documentation of job embedded professional development Walk through feedback, change in instructional practice as evidenced by change in lesson plans.

### Action Step 3 5

Use data effectively to drive instructional decisions and build common assessments.

**Person Responsible**

Phillip Campbell

**Schedule**

Biweekly, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

Staff sign in sheets

### Action Step 4 5

Utilization of Title I paraprofessionals to support small group guided instruction in ELA and mathematics.

**Person Responsible**

Christy Williamson

**Schedule**

Daily, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

SRA data notebooks, math data notebooks, paraprofessional schedule, lesson plans,

### Action Step 5 5

Utilization of Stemscopes curriculum to strengthen Standards Based instruction in Science

**Person Responsible**

Phillip Campbell

**Schedule**

Every 6 Weeks, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Sign in Sheets

### Action Step 6 5

Utilization of District provided Science Liaison to strengthen Core instruction in science.

**Person Responsible**

Phillip Campbell

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Coaches log and documentation and Teacher lesson plans reflecting times when coach is co-teaching.

### Action Step 7 5

Implementation of recommendations and staff development from TNTP to strengthen curriculum instruction and pedagogy.

**Person Responsible**

Phillip Campbell

**Schedule**

Quarterly, from 10/4/2016 to 5/31/2017

**Evidence of Completion**

Teacher lesson plans reflecting changes and staff development sign in sheets.

### Plan to Monitor Fidelity of Implementation of G2.B13.S1 6

Professional Learning Communities to build common assessments, lesson plans, and data analysis of common assessments

**Person Responsible**

Phillip Campbell

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

**Evidence of Completion**

School Based Leadership teams minutes that show debrief information from grade level PLC's. Increase in student achievement based on student progress monitoring data.

**Plan to Monitor Fidelity of Implementation of G2.B13.S1** 6

Multi-Tiered Systems of Support (MTSS) monthly meetings to discuss progress of students in relation to the standards and their on grade level peers.

**Person Responsible**

Kevin Davis

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

MTSS Leadership team minutes that show discussion and changes to curriculum of identified students and MTSS universal spreadsheet that shows discussion and team decisions about identified students.

**Plan to Monitor Fidelity of Implementation of G2.B13.S1** 6

District Differentiated Accountability Plus2 meetings

**Person Responsible**

Phillip Campbell

**Schedule**

Semiannually, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

District Plus2 data powerpoint, Cedar Grove Plus 2 google doc for learning walk and data dialogue.

**Plan to Monitor Fidelity of Implementation of G2.B13.S1** 6

Learning walks for turnaround support and teacher feedback

**Person Responsible**

Phillip Campbell

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

Google Doc with learning walk data

**Plan to Monitor Fidelity of Implementation of G2.B13.S1** 6

Administration data chats with teachers

**Person Responsible**

Phillip Campbell

**Schedule**

Quarterly, from 10/1/2016 to 6/2/2017

***Evidence of Completion***

Administration sign in sheets and the Google Doc data folder.

**Plan to Monitor Fidelity of Implementation of G2.B13.S1** 6

Teacher Lesson plans and sign in sheets from staff development trainings

**Person Responsible**

Carla Lilja

**Schedule**

Quarterly, from 10/4/2016 to 6/2/2017

***Evidence of Completion***

Saved Lesson plans and Sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G2.B13.S1** 7

Increase in student achievement as evidenced by grade book grades, MTSS notes, NWEA/MAP student growth and common assessment data

**Person Responsible**

Phillip Campbell

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017















***Evidence of Completion***

Common assessment analysis, adjustment of lessons based on data, MAP growth reports, MTSS Spreadsheet,

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.MA1 M305241	Number of students eligible to participate in celebration activities.	Davis, Kevin	8/19/2014	Attendance spreadsheet and attendance reports from FOCUS and/or classroom teachers	5/29/2015 every-6-weeks
G1.B1.S2.MA1 M305242	Data collected will be compared to previous years data.	Lilja, Carla	8/19/2014	Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.	5/29/2015 monthly
G1.B1.S2.MA1 M305243	Number of students who participate in celebratory activities	Lilja, Carla	8/19/2014	Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.	5/29/2015 monthly
G1.B1.S2.A5 A300796	Utilize Paraprofessional to implement social skills and provide behavioral interventions.	Campbell, Phillip	8/18/2015	Social skills log and intervention log	5/31/2016 daily
G1.B1.S2.A1 A300792	Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory...		8/8/2016	Staff presservice sign in sheets and Staff handbook	8/8/2016 one-time
G1.B1.S2.A4 A300795	Dojo Refresher and new tricks PD	Campbell, Phillip	8/8/2016	Sign in Sheets	8/12/2016 one-time
G1.B1.S1.MA1 M305240	Data collected will be compared to previous attendance records for celebrations	Davis, Kevin	8/22/2016	Teachers will have their classroom attendance charts and FOCUS data.	8/22/2016 monthly
G1.B1.S2.A2 A300793	4 pep rallies, one for primary and one for intermediate to inform students of qualifications to...	Lilja, Carla	8/19/2016	Copy of school calendar and PBS summer training agenda.	1/6/2017 semiannually
G1.MA1 M305244	Attendance and discipline data will be collected monthly from FOCUS	Davis, Kevin	9/1/2016	FOCUS attendance and discipline reports will be monitored every month and compared to the previous years data.	5/26/2017 monthly
G2.B13.S1.MA3 M305253	Multi-Tiered Systems of Support (MTSS) monthly meetings to discuss progress of students in relation...	Davis, Kevin	9/1/2016	MTSS Leadership team minutes that show discussion and changes to curriculum of identified students and MTSS universal spreadsheet that shows discussion and team decisions about identified students.	5/31/2017 monthly
G2.B13.S1.A7 A300806	Implementation of recommendations and staff development from TNTP to strengthen curriculum...	Campbell, Phillip	10/4/2016	Teacher lesson plans reflecting changes and staff development sign in sheets.	5/31/2017 quarterly
G2.MA1 M305258	Data that will be collected will be: Weekly grade meeting minutes that focus on common assessments,...	Campbell, Phillip	8/18/2016	Class Google Doc. with all pertinent information, Grade Level meeting notebook, SRA Notebooks, Lesson plans, NWEA assessments and/or reports, and Classroom Grades	6/2/2017 weekly
G1.B1.S1.A1 A300786	Attendance incentive Program	Campbell, Phillip	8/18/2016	Number of students in attendance at celebrations and increased student school attendance.	6/2/2017 monthly
G1.B1.S1.A2 A300787	Present Attendance data and incentive changes to the staff.	Campbell, Phillip	8/18/2016	Preschool based staff sign in sheets.	6/2/2017 one-time
G1.B1.S1.A3 A300788	Weekly Recognition of Grade level with the highest attendance average on ITV	Davis, Kevin	8/18/2016	Weekly report from Focus.	6/2/2017 weekly
G1.B1.S1.A4 A300789	Monthly recognition and incentive of grade level with highest ADA for the month.	Davis, Kevin	8/18/2016	Focus Report & Incentive List	6/2/2017 monthly
G1.B1.S1.A5 A300790	Students with monthly perfect attendance will be put in a drawing for a reward. Team with business...	Davis, Kevin	8/18/2016	Monthly focus report	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A6  A300791	Utilize parent liaison in attendance tracking, notification, and reporting.	Campbell, Phillip	8/18/2016	Call log, Focus attendance reports	6/2/2017 daily
G2.B13.S1.MA1  M305251	Increase in student achievement as evidenced by grade book grades, MTSS notes, NWEA/MAP student...	Campbell, Phillip	9/1/2016	Common assessment analysis, adjustment of lessons based on data, MAP growth reports, MTSS Spreadsheet,	6/2/2017 monthly
G2.B13.S1.MA1  M305252	Professional Learning Communities to build common assessments, lesson plans, and data analysis of...	Campbell, Phillip	8/18/2016	School Based Leadership teams minutes that show debrief information from grade level PLC's. Increase in student achievement based on student progress monitoring data.	6/2/2017 monthly
G2.B13.S1.MA4  M305254	District Differentiated Accountability Plus2 meetings	Campbell, Phillip	8/18/2016	District Plus2 data powerpoint, Cedar Grove Plus 2 google doc for learning walk and data dialogue.	6/2/2017 semiannually
G2.B13.S1.MA5  M305255	Learning walks for turnaround support and teacher feedback	Campbell, Phillip	8/18/2016	Google Doc with learning walk data	6/2/2017 monthly
G2.B13.S1.MA6  M305256	Administration data chats with teachers	Campbell, Phillip	10/1/2016	Administration sign in sheets and the Google Doc data folder.	6/2/2017 quarterly
G2.B13.S1.MA7  M305257	Teacher Lesson plans and sign in sheets from staff development trainings	Lilja, Carla	10/4/2016	Saved Lesson plans and Sign in sheets.	6/2/2017 quarterly
G2.B13.S1.A1  A300800	Continue implementing Professional Learning Communities to develop, implement, analyze and improve...	Campbell, Phillip	8/18/2016	Minutes from weekly meetings that include documented conversation of common assessments, common assessment results, modifications to instruction, adjustments to lesson plans and pacing and an increase in student achievement.	6/2/2017 weekly
G2.B13.S1.A2  A300801	Utilization of school based District provided Literacy and Math coaches as well as site based Title...	Campbell, Phillip	8/18/2016	Coaches documentation of job embedded professional development Walk through feedback, change in instructional practice as evidenced by change in lesson plans.	6/2/2017 biweekly
G2.B13.S1.A3  A300802	Use data effectively to drive instructional decisions and build common assessments.	Campbell, Phillip	8/8/2016	Staff sign in sheets	6/2/2017 biweekly
G2.B13.S1.A4  A300803	Utilization of Title I paraprofessionals to support small group guided instruction in ELA and...	Williamson , Christy	8/18/2016	SRA data notebooks, math data notebooks, paraprofessional schedule, lesson plans,	6/2/2017 daily
G2.B13.S1.A5  A300804	Utilization of Stemsscopes curriculum to strengthen Standards Based instruction in Science	Campbell, Phillip	8/18/2016	Sign in Sheets	6/2/2017 every-6-weeks
G2.B13.S1.A6  A300805	Utilization of District provided Science Liaison to strengthen Core instruction in science.	Campbell, Phillip	8/29/2016	Coaches log and documentation and Teacher lesson plans reflecting times when coach is co-teaching.	6/2/2017 weekly
G1.B1.S2.A3  A300794	Roar Days Every 5 to 6 weeks based on dojo averages and ODRs.	Lilja, Carla	8/18/2016	Attendance Spreadsheet for Roar Days.	6/2/2017 one-time

## V. Professional Development Opportunities

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

**G1.** Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems.

### **G1.B1** Student absenteeism

**G1.B1.S1** Incentive program in partnership with First Baptist Church. (1) Present to staff during school-based in-service August 8, 2016. (2) Present to parents during open house on Thursday Sept. 15, 2016 . (3) Attendance Celebration every 3 weeks to reward/honor those with perfect attendance for the 3 week time period.

#### **PD Opportunity 1**

Present Attendance data and incentive changes to the staff.

##### **Facilitator**

Kevin Davis

##### **Participants**

Cedar Grove Staff

##### **Schedule**

On 6/2/2017

**G1.B1.S2** The P.B.S. team will sponsor celebratory events for student of the month, ROAR day, VIP's, class of the month, bus of the month, and teacher VIP's. These incentives tie into school/classroom expectations and behavior.

#### **PD Opportunity 1**

Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.

##### **Facilitator**

Carla Lilja

##### **Participants**

School Staff

##### **Schedule**

On 8/8/2016

## PD Opportunity 2

Dojo Refresher and new tricks PD

### Facilitator

Blastick and Wielenga

### Participants

Instructional Staff

### Schedule

On 8/12/2016

**G2.** Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.

**G2.B13** Knowledge of content and pedagogy based on student data

**G2.B13.S1** Provide support for data driven instruction, content, and pedagogy.

## PD Opportunity 1

Continue implementing Professional Learning Communities to develop, implement, analyze and improve instructional delivery of state standards.

### Facilitator

Joseph Campbell and Lorrane Blastick

### Participants

School Based Leadership Team, K-5 Teachers

### Schedule

Weekly, from 8/18/2016 to 6/2/2017

## **PD Opportunity 2**

Utilization of school based District provided Literacy and Math coaches as well as site based Title I intervention teacher to assist with instructional shifts specifically using close reading and text based writing in the curriculum to increase mastery of standards.

### **Facilitator**

Candace Cole, Darlene Richardson, and Title I Intervention Teacher (C. Williamson)

### **Participants**

K-5 Teachers, Classroom paraprofessionals

### **Schedule**

Biweekly, from 8/18/2016 to 6/2/2017

## **PD Opportunity 3**

Use data effectively to drive instructional decisions and build common assessments.

### **Facilitator**

Phillip Campbell, Kevin Davis, Christy Williamson, Darlene Richardson, Candace Cole

### **Participants**

K-5 teachers

### **Schedule**

Biweekly, from 8/8/2016 to 6/2/2017

## **PD Opportunity 4**

Utilization of Stemscoapes curriculum to strengthen Standards Based instruction in Science

### **Facilitator**

District Science Liaison, L. Murrell, L. Blastick

### **Participants**

K-5 Staff

### **Schedule**

Every 6 Weeks, from 8/18/2016 to 6/2/2017

### **PD Opportunity 5**

Implementation of recommendations and staff development from TNTP to strengthen curriculum instruction and pedagogy.

#### **Facilitator**

TNTP

#### **Participants**

Cedar Grove Teachers

#### **Schedule**

Quarterly, from 10/4/2016 to 5/31/2017

## VI. Technical Assistance Items

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

**G1.** Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems.

### G1.B1 Student absenteeism

**G1.B1.S1** Incentive program in partnership with First Baptist Church. (1) Present to staff during school-based in-service August 8, 2016. (2) Present to parents during open house on Thursday Sept. 15, 2016. (3) Attendance Celebration every 3 weeks to reward/honor those with perfect attendance for the 3 week time period.

#### TA Opportunity 1

Monthly recognition and incentive of grade level with highest ADA for the month.

#### Facilitator

#### Participants

#### Schedule

Monthly, from 8/18/2016 to 6/2/2017

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Attendance incentive Program</b>				<b>\$12,591.60</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$12,591.60
			Notes: K. Davis			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Present Attendance data and incentive changes to the staff.</b>				<b>\$12,591.60</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$12,591.60
			Notes: K. Davis			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Weekly Recognition of Grade level with the highest attendance average on ITV</b>				<b>\$12,591.60</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$12,591.60

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			Notes: K. Davis			
4	G1.B1.S1.A4	Monthly recognition and incentive of grade level with highest ADA for the month.				\$12,591.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$12,591.60
			Notes: K. Davis			
5	G1.B1.S1.A5	Students with monthly perfect attendance will be put in a drawing for a reward. Team with business partners to support rewards program.				\$0.00
6	G1.B1.S1.A6	Utilize parent liaison in attendance tracking, notification, and reporting.				\$0.00
7	G1.B1.S2.A1	Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.				\$0.00
8	G1.B1.S2.A2	4 pep rallies, one for primary and one for intermediate to inform students of qualifications to attend celebratory events				\$0.00
9	G1.B1.S2.A3	Roar Days Every 5 to 6 weeks based on dojo averages and ODRs.				\$0.00
10	G1.B1.S2.A4	Dojo Refresher and new tricks PD				\$0.00
11	G1.B1.S2.A5	Utilize Paraprofessional to implement social skills and provide behavioral interventions.				\$4,466.79
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0091 - Cedar Grove Elementary School	Title I, Part A		\$4,466.79
12	G2.B13.S1.A1	Continue implementing Professional Learning Communities to develop, implement, analyze and improve instructional delivery of state standards.				\$5,311.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	120-Classroom Teachers	0091 - Cedar Grove Elementary School	Title I, Part A		\$2,472.00
			Notes: Grade Chair Supplements			
	5100	510-Supplies	0091 - Cedar Grove Elementary School	Title I, Part A		\$967.00
			Notes: Supplies to support the instructional delivery of state standards.			
	6400	330-Travel	0091 - Cedar Grove Elementary School	Title I, Part A		\$750.00
			Notes: Funds for instructional personnel to attend local reading conference to strengthen ELA knowledge for utilization in their professional learning communities.			
	6400	120-Classroom Teachers	0091 - Cedar Grove Elementary School	Title I, Part A		\$1,122.00
			Notes: Leadership Planning and preparation for the upcoming school year. Identifying weak areas presented by the data and mapping solutions for improvement.			
13	G2.B13.S1.A2	Utilization of school based District provided Literacy and Math coaches as well as site based Title I intervention teacher to assist with instructional				\$36,972.50

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		shifts specifically using close reading and text based writing in the curriculum to increase mastery of standards.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$36,672.50
			Notes: C. Williamson			
	6400	510-Supplies	0091 - Cedar Grove Elementary School	Title I, Part A		\$300.00
			Notes: Professional Development supplies utilized in training teachers on instructional shifts and text based writing.			
14	G2.B13.S1.A3	Use data effectively to drive instructional decisions and build common assessments.				\$49,264.10
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$36,672.50
			Notes: C. Williamson			
	5100	130-Other Certified Instructional Personnel	0091 - Cedar Grove Elementary School	Title I, Part A		\$12,591.60
			Notes: K. Davis			
15	G2.B13.S1.A4	Utilization of Title I paraprofessionals to support small group guided instruction in ELA and mathematics.				\$155,319.21
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0091 - Cedar Grove Elementary School	Title I, Part A		\$155,069.21
			Notes: Paraprofessionals			
	6400	330-Travel	0091 - Cedar Grove Elementary School	Title I, Part A		\$250.00
			Notes: Funds for instructional paraprofessional personnel to attend local reading conference to strengthen ELA knowledge for utilization in classrooms during small group instruction.			
16	G2.B13.S1.A5	Utilization of Stemscores curriculum to strengthen Standards Based instruction in Science				\$0.00
17	G2.B13.S1.A6	Utilization of District provided Science Liaison to strengthen Core instruction in science.				\$0.00
18	G2.B13.S1.A7	Implementation of recommendations and staff development from TNTP to strengthen curriculum instruction and pedagogy.				\$0.00
Total:						\$301,700.00