Marion County Public Schools

Emerald Shores Elementary School

2016-17 Schoolwide Improvement Plan

Emerald Shores Elementary School

404 EMERALD RD, Ocala, FL 34472

[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 KG-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	62%

School Grades History

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

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 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Emerald Shores Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <u>Cassandra Brusca</u>	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.

Assist Marion County in the expectation that all students will graduate from High School possessing the skills and knowledge necessary to excel in their chosen post-secondary path.

b. Provide the school's vision statement.

Moving beyond the basics through collaboration, communication, critical thinking, and creativity to create 21st Century lifelong learners.

2. School Environment

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

The staff at Emerald Shores strives to provide an atmosphere conducive to learning by building relationships with students. The culture of the school is built on idea of mutual respect. Through project based learning and curriculum the school is able to explore various cultures represented in our school and empower students to gain knowledge of different backgrounds. Through this knowledge the teachers and students build relationships. As a result of providing a strong instructional culture and excellent instruction the students can then reach their full potential in the future.

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

Emerald Shores Elementary School expectations are called the Panther Pillars. These are the foundation three essential components students are taught to be successful. These school wide expectations consist of being respectful, responsible and being ready to learn. Students are continually exposed to the expectations and the rules through daily instruction. The school creates a safe environment by modeling and providing curriculum that focuses on creating a positive environment where students feel safe. The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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.

The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and

foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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.

Emerald Shores ensures that the social-emotional needs of all students are being met in a multitude of ways. With a skilled staff that includes: a school psychologist, staffing specialist, a mental health trained guidance counselor, dean, behavior specialist, and social worker; students are addressed and paid attention to by implementing a number of individual services. Those services include: Individual Education Plans, individual and group counseling, 504 accommodations, parent/teacher conferences, behavior plans, and rewards. Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. In addition to services, students are able to earn rewards on a daily basis. In order to help keep students motivated to learning and staying on track with their academic and behavioral goals, students are rewarded for their progress with incentives such as panther cash, movie Fridays, and sock hops.

3. 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).

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

The school district has built the capacity within our data program Performance Matters that allows a school to research the following early warning signs:
Attendance below 90 percent and students who have missed more than three (3) days within the first weeks of school.

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	20	28	17	20	22	14	0	0	0	0	0	0	0	121
One or more suspensions	3	9	12	19	25	21	0	0	0	0	0	0	0	89
Course failure in ELA or Math	5	17	14	8	4	2	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	36	37	38	0	0	0	0	0	0	0	111

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	0	0	3	3	3	6	0	0	0	0	0	0	0	15

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

Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. Futhermore, Emerald Shores ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the FL Standards and how to unwrap the standards.

B. Family and Community Engagement

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).

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. § 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 available at the school site.

2. Description

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.

The district through the Education Foundation works to secure business partners for all schools. Emerald Shores works hand in hand with community based groups to provide information on educational, parenting and recreational opportunities in the community. Closet Maid is kept abreast of school improvement plan and is invited to participate in the improvement of teaching and learning.

C. 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).

1. School Leadership Team

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

Name	Title
Houston, Stacy	Principal
Baxley, Joy	Assistant Principal
Ewart, Samantha	School Counselor
Maio, Brittany	Instructional Coach
Ricks, Marcia	Dean

b. Duties

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

Stacy Houston serves as the instructional leader at Emerald Shores and sets the agenda and the weekly focus for the team. She conducts walk throughs on a daily basis, coach's teachers and works with team members to gather information and resources to assist teachers in the teaching and learning process.

Joy Baxley is the assistant principal for curriculum and works to ensure all teachers are equipped with the instructional materials needed to teach the Florida standards. She also works to make sure the school master calendar is based on what the needs of students and meets the district and state requirements.

Brittany Maio is the Professional Development Specialist and works closely with school administration to ensure all teachers are equipped to deliver a rigorous standards based reading and writing program. She regularly models best practices for teachers and plays a vital role in progress monitoring and professional development.

Samantha Ewart is our Guidance Counselor and works closely with all teachers through the MTSS process to ensure all students are receiving the needed supports to ensure success.

Marcia Ricks is our Dean and she manages our PBS Behavior program as well as implements our character education program.

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.

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time. Avalialble resources are maintained in school based accounting system and managed by school secretary (Kathy Cook) and Principal--Stacy Houston
Weekly "INTEL" Team meetings ensure that our new teachers stay fully informed re: policies, procedures,
district/school based initiatives, student performance, and best practices. These INTEL meetings allow for grade level collaboration to maximize teacher success!

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marcia Ricks	Education Support Employee
Melissa Snowden	Parent
Judy Albright	Parent
Margaret Fortner	Teacher
Lola Rawls	Parent
Stacy Houston	Principal

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

All of the previous year's FSA Data will be shared with the new SAC committee on Sept. 20, 2016. New Principal will share the new CIM plan with the members.

b. Development of this school improvement plan

SAC members are given school data and goals and provide feedback during draft process and before final edit. Parent feedback is incorporated into the plan.

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

The school budget is built around ensuring all budget related instructional items are addressed before any needs outside of the classroom are budgeted. Instructional materials, technology and hardware that will enhance instruction is given a priority. Professional development opportunities are then considered and items outside of the classroom are prioritized based on needs and available funds.

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

When funding is available it will be used to supplement activities that support teaching and learning in the classroom.

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
Houston, Stacy	Principal
Baxley, Joy	Assistant Principal
Maio, Brittany	Instructional Coach

b. Duties

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

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction to build staff support and sustainability over time. Team members meet weekly with classroom teachers to discuss literacy development and how teachers can incorporated literacy across the content.

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.

Teachers meet collaboratively to discuss the most current data on students. The students may then be regrouped into fluid small groups to address an academic skill that was not proficient. These groups may be run by a teacher or paraprofessional

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

1.District electronic application process allows candidates from across the nation to apply for vacancies at Emerald Shores Elementary. Jaycee Oliver On-going
2.District New Teacher orientation Logan Johnson On-going
3.Teacher Mentor Program for teachers new to the profession and new to the school - Stacy Houston SY 2016-17
4.Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success! P- Stacy Houston
AP-Joy Baxley
PDS-Brittany Maio
Dean- Marcia Ricks
GC- Samantha Ewart

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

1.District New Teacher orientation Logan Johnson On-going
2.Teacher Mentor Program for teachers new to the profession and new to the school .. Peer mentor orients and serves as advocate for teacher to ensure needs and required trainings are achieved. Stacy Houston SY 2016-17
4.INTEL Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. These meetings provide for grade level collaboration to maximize teacher success!

Mentors are paired with new teachers by grade level and activities are designed to meet the individual professional development of each new teachers. New teachers meet monthly with their assigned administrators and are encouraged to participate in all in-service activities.

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.

Emerald Shores ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the FL Standards and how to unwrap the standards. All teachers have received training on the district curriculum maps that are aligned to the standards. Administrative walk-throughs and formal observations ensure the standards are being followed.

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.

Teachers meet collaboratively to discuss the most current data on students. The students may then be regrouped into fluid small groups to address an academic skill that was not proficient. These groups may be facilitated by a teacher or paraprofessional. Our ELA block has a portion of time dedicated to differentiated instruction of the students. The students receive instruction that is focused toward their specific needs both directly from an instructor and via review of skills in centers. This gives the exposure to grade level material during whole group instruction while adapting instruction and tailoring it to raise proficiency levels within the small groups.

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: 10,800

Increased the amount of actual time on task by extending the instructional day.

Strategy Rationale

Time on task is a major indicator of academic achievement. Studies have shown that when students are given more time in school, academic achievement increases.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Houston, Stacy, stacy.houston@marion.k12.fl.us

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

Reading data is collected weekly from reading intervention programs and students who are displaying mastery will be moved to next levels. Reading skills will be measured through AIMsweb and progress towards grade level will be an indicator of reading improvement and the effectiveness of reading program.

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. § 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.

STAGGER START is a district wide program designed to assist students in transitioning into local elementary schools. Five to six students per day attend school during the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationships with students, and to reduce anxiety associated with starting school. The Wonders placement test, FAIR, and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals, utilizing Reading Mastery and Early Interventions in Reading. Title 1 funds are used to deliver parent workshops which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). This year Emerald Shores is offering a Title I Pre-K/VPK School Year program to ensure students have a successful transition to Kindergarten.

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.

b. College and Career Readiness
i.
Marion County Public Schools implements standards provided by the state that are set to prepare

students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
• A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, critical thinking, and creativity is threaded throughout the curricula.
• Real-world, problem-based applications.

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. § 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If students and teachers are provided appropriate resources and supports with a focus on Tier 1 (academic and behavioral) foundations for sustainability, then student performance will increase.

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. If students and teachers are provided appropriate resources and supports with a focus on Tier 1 (academic and behavioral) foundations for sustainability, then student performance will increase. `1a`

🔍 G084587

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	53.0
Math Gains	45.0
FSA Mathematics Achievement	46.0
FCAT 2.0 Science Proficiency	44.0
ELA/Reading Gains	48.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	46.0
FAA Writing Proficiency	0.0

Targeted Barriers to Achieving the Goal `3`

- Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

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

- District supplied full time reading coach and part-time math coach.

- Seven additional intervention para professionals to implement reading interventions for students below grade level..

- 1 hour of extra student time per day on the campus equates to 180 additional hours per year.

- Development of PLC groups for collaborative planning.

Plan to Monitor Progress Toward G1. `8`

Data from MCIES walk throughs, in-formal observations, and formal observations.

Person Responsible
Stacy Houston

Schedule
Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion
Ratings from the MCIES evaluation System.

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 students and teachers are provided appropriate resources and supports with a focus on Tier 1 (academic and behavioral) foundations for sustainability, then student performance will increase. 1

🔑 G084587

G1.B1 Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports. 2

🔑 B224757

G1.B1.S1 Provide a clearly communicated school vision with a theme and incentives to support positive change throughout the school year. 4

🔑 S237165

Strategy Rationale

Based on the school data, demographics, and research regarding other turn around schools across the state, staff will learn that all students can achieve at high levels.

Action Step 1 5

Creation of vision and theme that is clearly communicated with all staff.

Person Responsible

Stacy Houston

Schedule

Weekly, from 7/13/2016 to 5/26/2017

Evidence of Completion

Vision posted throughout school and staff members being able to site and explain.

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

The vision and theme are embedded in all that is done.

Person Responsible

Stacy Houston

Schedule

Daily, from 8/3/2016 to 6/2/2017

Evidence of Completion

Teacher understanding of how the vision will support school-wide goals.

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

Review of lesson plans to determine if lessons and activities focus one or more of the four C's: Collaboration, Communication, Critical Thinking, and Creativity.

Person Responsible

Stacy Houston

Schedule

Monthly, from 1/18/2017 to 6/2/2017

Evidence of Completion

Planning that includes activities and lessons with the 4 C's embedded.

G1.B1.S2 Provide Kagan Cooperative Learning Day 1 for all staff to provide a high yield tool for all teachers to begin using in order to improve teacher efficacy. 4

🔑 S237166

Strategy Rationale

Cooperative Learning implemented will provide a high yield effect size for all in all subject areas.

Action Step 1 5

Set up Kagan training.

Person Responsible

Stacy Houston

Schedule

On 8/18/2016

Evidence of Completion

Signed contract with dates set up.

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

Check with Title I contact to ensure training is approved.

Person Responsible

Stacy Houston

Schedule

On 8/18/2016

Evidence of Completion

Creation of training dates.

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

Have the training.

Person Responsible

Stacy Houston

Schedule

On 9/16/2016

Evidence of Completion

Course sign in rosters.

G1.B1.S3 Provide time for teachers to meet in their PLC groups and plan collaboratively based on grade level standards. `4`

🔑 S237167

Strategy Rationale

Teachers can learn from one another and create better standards based rigorous plans when planning in a collaborative environment.

Action Step 1 `5`

Schedule and implement bi-weekly collaborative planning sessions.

Person Responsible

Stacy Houston

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Agendas of sessions; unit plans from teachers; and student work samples.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Review of agendas prior to each session.

Person Responsible

Joy Baxley

Schedule

Biweekly, from 8/26/2016 to 5/1/2017

Evidence of Completion

Review of agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Lesson plan reviews and walk throughs.

Person Responsible

Stacy Houston

Schedule

Monthly, from 9/6/2016 to 5/15/2017

Evidence of Completion

Evidence of collaboration in lesson plans and in walk throughs.

G1.B1.S4 Ensure all classrooms have SMART technology as a tool and support for students to engage daily with lessons. 4

🔑 S237168

Strategy Rationale

The need for advanced technology.

Action Step 1 5

Order 4 more SMART Boards for the rooms needing this technology & have installed.

Person Responsible

Stacy Houston

Schedule

On 8/17/2016

Evidence of Completion

Delivery & installation of SMART Boards.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

E-mail reminder.

Person Responsible

Joy Baxley

Schedule

On 8/10/2016

Evidence of Completion

E-mail.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Increase evidence of SMART Technology use in the classroom.

Person Responsible

Stacy Houston

Schedule

Monthly, from 10/12/2016 to 5/26/2017

Evidence of Completion

Monthly lesson plan reviews.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S4.MA1 🔍 M312534	E-mail reminder.	Baxley, Joy	8/10/2016	E-mail.	8/10/2016 one-time
G1.B1.S4.A1 🔍 A306384	Order 4 more SMART Boards for the rooms needing this technology & have installed.	Houston, Stacy	8/17/2016	Delivery & installation of SMART Boards.	8/17/2016 one-time
G1.B1.S2.MA1 🔍 M312530	Check with Title I contact to ensure training is approved.	Houston, Stacy	8/18/2016	Creation of training dates.	8/18/2016 one-time
G1.B1.S2.A1 🔍 A306382	Set up Kagan training.	Houston, Stacy	7/20/2016	Signed contract with dates set up.	8/18/2016 one-time
G1.B1.S2.MA1 🔍 M312529	Have the training.	Houston, Stacy	9/15/2016	Course sign in rosters.	9/16/2016 one-time
G1.B1.S3.MA1 🔍 M312532	Review of agendas prior to each session.	Baxley, Joy	8/26/2016	Review of agendas.	5/1/2017 biweekly
G1.B1.S3.MA1 🔍 M312531	Lesson plan reviews and walk throughs.	Houston, Stacy	9/6/2016	Evidence of collaboration in lesson plans and in walk throughs.	5/15/2017 monthly
G1.MA1 🔍 M312535	Data from MCIES walk throughs, in-formal observations, and formal observations.	Houston, Stacy	10/3/2016	Ratings from the MCIES evaluation System.	5/26/2017 monthly
G1.B1.S1.A1 🔍 A306381	Creation of vision and theme that is clearly communicated with all staff.	Houston, Stacy	7/13/2016	Vision posted throughout school and staff members being able to site and explain.	5/26/2017 weekly
G1.B1.S3.A1 🔍 A306383	Schedule and implement bi-weekly collaborative planning sessions.	Houston, Stacy	8/31/2016	Agendas of sessions; unit plans from teachers; and student work samples.	5/26/2017 biweekly
G1.B1.S4.MA1 🔍 M312533	Increase evidence of SMART Technology use in the classroom.	Houston, Stacy	10/12/2016	Monthly lesson plan reviews.	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M312527	Review of lesson plans to determine if lessons and activities focus one or more of the four C's:...	Houston, Stacy	1/18/2017	Planning that includes activities and lessons with the 4 C's embedded.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M312528	The vision and theme are embedded in all that is done.	Houston, Stacy	8/3/2016	Teacher understanding of how the vision will support school-wide goals.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If students and teachers are provided appropriate resources and supports with a focus on Tier 1 (academic and behavioral) foundations for sustainability, then student performance will increase.

G1.B1 Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

G1.B1.S2 Provide Kagan Cooperative Learning Day 1 for all staff to provide a high yield tool for all teachers to begin using in order to improve teacher efficacy.

PD Opportunity 1

Set up Kagan training.

Facilitator

Stacy Houston

Participants

All teachers

Schedule

On 8/18/2016

G1.B1.S3 Provide time for teachers to meet in their PLC groups and plan collaboratively based on grade level standards.

PD Opportunity 1

Schedule and implement bi-weekly collaborative planning sessions.

Facilitator

Stacy Houston

Participants

Teachers

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Creation of vision and theme that is clearly communicated with all staff.				$9,421.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - Emerald Shores Elementary Schl			$4,531.00
			Notes: Parent involvement: hold information session for parents			
	6400	100-Salaries	0561 - Emerald Shores Elementary Schl	Title I, Part A		$2,359.00
			0561 - Emerald Shores Elementary Schl	Title I, Part A		$2,531.00
			Notes: Pay for substitutes			
2	G1.B1.S2.A1	Set up Kagan training.				$0.00
3	G1.B1.S3.A1	Schedule and implement bi-weekly collaborative planning sessions.				$0.00
4	G1.B1.S4.A1	Order 4 more SMART Boards for the rooms needing this technology & have installed.				$0.00
					Total:	$9,421.00