

Clay County Schools

Coppergate Elementary School



2016-17 Schoolwide Improvement Plan

Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

<http://cge.oneclay.net>

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-6	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Coppergate Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Coppergate Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

At Coppergate Elementary we learn about our students' cultures and build relationships between teachers and students by the following programs; Orientation, Parent Night, Community spirit nights, Making Meaning reading program, Being a Writer writing program, MFLC, Principal awards, Citizenship awards. Media center events, Run/Walk Club, Clubs (Robotics, Safety Patrol, Student Council, News Team, Track Team, Garden Club, Teachers of Tomorrow, Art Club, chorus, etc.) and Parent conferences.

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

Coppergate Elementary creates an environment where students feel safe and respected before, during, and after school by providing the following; Character Counts, administration and guidance open door policy, guidance push-in classroom instruction. The Faculty and Staff of CGE have procedures in place, including student arrival, dismissal, and transitions to activities, to ensure the safety of all students throughout the entire day.

Colts with Character is a school-wide program that promotes positive character traits. The students work each month on a specific trait, like honesty. At the end of the month, each homeroom teacher selects a student from his/her class that has demonstrated this trait to be honored with the Colts with Character Award.

We have implemented a school-wide motto of Be respectful, Be responsible, and Be Safe. It is the basis for all of the rules at Coppergate Elementary and we have explicitly taught the students what this would look like in multiple settings such as the classroom, hallways, cafeteria, playground, and resource.

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.

At Coppergate Elementary, we utilize in-classroom management and Time Out Assistance school wide. When the students have a TOA they also will draw/write a reflection piece as to their behavior via Write-out forms. We contact parents if students receive a referral. We also utilize in classroom behavior plans, guidance referrals, MTSS, and calming rooms.

We implemented conversation levels from the champs program this year as a way to effectively monitor noise levels/behavior in the hallways, classrooms, and cafeteria. It has already helped tremendously to have a common language for students and teachers.

We also implemented a new behavior plan for students: Be respectful, Be Responsible, Be Safe. These have become the basis for all the rules of Coppergate to ensure students have a safe learning environment. We have explicitly taught the rules for various settings, including the hallways, cafeteria, playground, etc.

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.

Coppergate Elementary ensures the social-emotional needs of all students by utilizing the following; Making Meaning reading program, Being a Writer writing program, guidance counselor push in classroom instruction, guidance referrals, MFLC, Behavior Resource Teacher, and the AIMS program.

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.

The early warning system will include the following early warning indicators\:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- b. One or more suspension, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.
- e. Earning an F in any quarter for any class.

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	0	0	0	0	0	0	6	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	17	0	0	0	0	0	0	17

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	0	0	0	0	1	0	0	0	0	0	0	1

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

For Attendance:

- Attendance Contact
- Doctor's Note required
- Social Worker Referral

For Grades:

- Tutoring
- Remediation/MTSS
- Additional Reading Support

For Discipline

- Behavior Contract
- School Service Work
- Weekly Social Skills Class
- Detention
- Other- TOA (time out assistance), ISS, OSS, Classroom consequences

For Testing

- Intensive Reading
- Intensive Math
- Small group
- Tutoring

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?

No

1. PIP Link

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

2. Description

Coppergate Elementary works at building positive relationships with families to increase involvement by utilizing the Clay County School District Parent Portal, PFA newsletter, classroom newsletters, school and class webpages, our school Facebook page, parent-teacher conferences, Parent Nights, and an open door policy with the administration and guidance department.

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.

Coppergate Elementary builds and sustains partnerships with the local community for securing and utilizing resources to support the school and student achievement through our relationships with our parents, teachers, and staff. Coppergate Elementary currently hosts Middleburg Martial Arts, and the Girl Scouts. These organizations have weekly sessions for our students fostering school and student achievement.

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
Boer, Shana	Teacher, K-12
Roche, Heather	Assistant Principal
Crane, Elizabeth	Teacher, K-12
Carmichael, Denise	Teacher, K-12
Gilbert, Erika	School Counselor
Miskowski, Kim	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Roe, Teresa	Teacher, K-12
Dyal, Amy	Principal
Moore, Stan	SAC Member
duffy, lindsay	Teacher, K-12
Blackwell, Ashley	Teacher, K-12
Godwin, Kelly	Instructional Technology

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundations Assessments, K-6 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elizabeth Crane	Teacher
Lois Hughes	Education Support Employee
Michelle Bradford	Parent
Amy Dyal	Principal
Stan Moore	Teacher
Christina Lasater	Parent
Erica Hughes	Parent
Erin Howle	Parent

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

The 2016 -2017 school improvement plan was evaluated and approved at the October School Advisory Council meeting in 2016.

b. Development of this school improvement plan

The members are provided with the data regarding our school...FSA, Foundations Reading(K - 2), and Performance Matters Math (K - 6), Performance Matters Reading (gr. 3 - 6), and Performance Matters Science (gr. 4 - 6). We discuss the steps we are taking to make improvements and they provide input regarding the steps. Changes are made as necessary. SAC members vote how school recognition dollars are spent. The members of SAC feel free to express their opinions and provide possible solutions and resolutions as necessary.

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

The Coppergate Elementary school annual budget and plan was prepared by Amy Dyal and presented at the June 2016 School Advisory Council meeting. The School Advisory Council reviewed the budget and approved the budget.

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

The Florida Legislature did not fund school improvement funds. We no longer have funds from last year.

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
Dyal, Amy	Principal
Roche, Heather	Assistant Principal
Carmichael, Denise	Teacher, K-12
Deck, Julie	Teacher, K-12
Gilbert, Erika	School Counselor
Miskowski, Kim	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Roe, Teresa	Teacher, K-12
Blackwell, Ashley	Teacher, K-12
duffy, lindsay	Teacher, K-12

b. Duties

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

One of the major functions of the group is to ensure books are placed in the hands and homes of students and families without books in their homes. We have been collecting books for all ages that will be given to students and families during our Literacy Week in January and other times throughout the year. Also, other major initiatives are to increase the number of words read by each student and the grade levels, as well as increase the traffic in the media center through check-outs not only of students but also of parents and grandparents. The most major initiative is to increase the number of students READING for information as well as pleasure. With the implementation of the new Accelerated Reader STAR/ENTERPRISE, more data is provided when students are given the STAR assessment at the beginning, middle, and end of the year. The data is comparable to DRA and DAR.

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.

Coppergate Elementary utilizes the Professional Learning Community weekly to encourage positive working relationships between teachers. Teachers review data and instruction during these sessions.

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

Coppergate Elementary utilizes the Professional Learning Community weekly to develop and retain highly-qualified, certified-in-field, effective teachers. Teachers review data and instruction during these sessions. Coppergate Elementary administration also participates in the yearly Clay County School District job fair to recruit highly-qualified, certified-in-field, effective teachers to Coppergate. Administrators participate in the mock interviews organized by the District office in collaboration with

UNF.

The District Office has implemented the B.E.S.T. teaching program to help retain and develop highly qualified teachers. Any new teacher that accepts a teaching position in our district now must participate in the BEST teaching program where they are assigned a mentor/coach to help them develop as a professional for their first 3 years of teaching.

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

Coppergate Elementary utilizes the Professional Learning Community weekly to mentor teachers. Teachers review data and instruction during these sessions. Coppergate Elementary also pairs teachers who are working within the same grade level or department for mentoring. Coppergate Elementary also utilizes retired teachers, Sprint teachers, and curriculum specialists for mentoring.

The B.E.S.T. teaching program is also required for all new teachers entering our district. They help the teacher develop as a professional for their first three years of teaching.

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.

District wide implementation of instructional materials with fidelity. Assurance that programs such as the Accelerated Reader program are scientifically researched based and aligned with the Florida Standards. Walk throughs, curriculum maps via the Briefcase, CPALMs, lesson plan review, plc logs are implemented.

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.

Core reading instruction is analyzed at the K-2 level using Foundation assessment data is accessed through the Focus and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. The Clay Connected Conference provided engagement strategy training during pre-planning of the 2016 school year. The data sources utilized are and were FSA Reading, Math, Writing, Science, and Clay BUS data for the past year (s) as well as Foundation assessment data for this school year and past performance of students on Foundations Reading; Performance Matters data for math (K-6), Go Math (K-5), and Clay Writes data (K-6). The data management systems utilized is FOCUS and Performance Matters.

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: Before School Program

Minutes added to school year: 1,080

Coppergate Elementary utilizes many programs to increase the amount and quality of learning time and help enrich and accelerate the curriculum. The following are some of the programs Coppergate has; The Garden club, run walk, art club, karate, student council, Teachers of Tomorrow, chorus, tutoring, drama club, Girl Scouts, Boy Scouts, Prymetime, and extended library time.

Strategy Rationale

By extending learning opportunities at Coppergate Elementary, we are able increase the students' knowledge in all fundamental of learning such as visual, auditory, and kinesthetic learning modalities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roche, Heather, heather.roche@myoneclay.net

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

Coppergate Elementary utilizes attendance sheets and student and parent feedback to determine the effectiveness of the strategy.

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.

Most of our kindergarten students have been in preschool. In order to assist these students in the transition from preschool to an elementary school setting, during registration, tours of the school are conducted upon request. The first two days of kindergarten are staggered enrollment with the first day for students whose birthday occurs before February 1st of the current school year and the day two for the remainder of the students. During their staggered enrollment days, the students are oriented to the school, introduced to the staff, the cafeteria procedures, drop-off and pick-up procedures. Before school opens, orientation is conducted for the parents and students to meet the teacher, see the classroom and the entire school, and meet most of the remainder of the staff. We also conduct a parent only night for parents of kindergarteners. During the parent night, the parents meet the teacher who explains the rituals and routines. The teachers introduce the FL Standards and the kindergarten standard based report card to the parents.

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.

n/a

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

n/a

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

n/a

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.

n/a

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase faculty knowledge of Florida Standards.
- G2.** The number of students demonstrating a learning gain on the FSA ELA Assessment in grades 3 - 6 will increase by 3%.
- G3.** The number of students demonstrating a learning gain on the FSA Math Assessment in grades 4 - 6 will increase by 5%.

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 faculty knowledge of Florida Standards. 1a

G086043

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	62.0
Math Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum maps, CPALMS, PLCs, FLDOE website, Item Specs.

Plan to Monitor Progress Toward G1. 8

PLC logs and administrative assistance as needed

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs, walk throughs

G2. The number of students demonstrating a learning gain on the FSA ELA Assessment in grades 3 - 6 will increase by 3%. 1a

G086044

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Understanding rigor of standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize Curriculum maps, Item specs, Whole group PLCs to identify resources and classroom strategies

Plan to Monitor Progress Toward G2. 8

Data reports will be collected and reviewed

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Data reports

G3. The number of students demonstrating a learning gain on the FSA Math Assessment in grades 4 - 6 will increase by 5%. 1a

G086045

Targets Supported 1b

Indicator	Annual Target
Math Gains	58.0

Targeted Barriers to Achieving the Goal 3

- lack of effective strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Think Central, FSA Test Specs, computer practice, MTSS interventions/strategies

Plan to Monitor Progress Toward G3. 8

PLC logs and student data will be collected for weekly

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs will be collected for data purposes and reviewed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase faculty knowledge of Florida Standards. **1**

 G086043

G1.B1 Time **2**

 B228679

G1.B1.S1 With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards. Teachers must unpack the standards and identify exactly what their students must know/be able to do. **4**

 S241144

Strategy Rationale

With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards.

Action Step 1 **5**

Professional Learning Communities

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs

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

PLC logs

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs, walk throughs, PD sign in sheets

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

PLC logs and walk through notes

Person Responsible

Heather Roche

Schedule

On 5/24/2017

Evidence of Completion

Review of PLC logs, walk through

G2. The number of students demonstrating a learning gain on the FSA ELA Assessment in grades 3 - 6 will increase by 3%. 1

G086044

G2.B1 Understanding rigor of standards 2

B228680

G2.B1.S1 Weekly PLC meetings - teachers will collaborate to deepen their understanding of the standards, what it "looks like" in their classroom, and effective strategies to ensure student mastery Monthly Data meetings with each grade level to monitor student progress and develop interventions and/or Action Plans as needed. 4

S241145

Strategy Rationale

By meeting regularly to monitor student progress and collaborate on effective teaching practices, teachers and administration will be able to proactively address areas of concern.

Action Step 1 5

Weekly PLC meetings with each grade level

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs, walk throughs, data reports from the meetings

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

Data reports will be monitored monthly to see student growth

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Data reports

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

Weekly data meetings will be held

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Data reports

G3. The number of students demonstrating a learning gain on the FSA Math Assessment in grades 4 - 6 will increase by 5%. 1

G086045

G3.B1 lack of effective strategies 2

B228681

G3.B1.S1 Weekly PLC meetings, PD opportunities provided by the District and other school personnel, and Data meetings will allow teachers time to collaborate and discuss student progress and effective teaching strategies. 4

S241146

Strategy Rationale

By meeting weekly, the teachers will be able to research strategies that can be used to address any academic concerns.

Action Step 1 5

Teachers will meet weekly for PLCs.

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC logs, data discussions,

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

Administration will review PLC logs, conduct regular walk throughs

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Teachers will submit PLC logs for weekly review. Administration will provide feedback.

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

PLC logs will be monitored and reviewed

Person Responsible

Heather Roche

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Administration will review PLC logs

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.MA1 M321177	PLC logs and administrative assistance as needed	Roche, Heather	8/24/2016	PLC logs, walk throughs	5/24/2017 weekly
G2.MA1 M321180	Data reports will be collected and reviewed	Roche, Heather	8/24/2016	Data reports	5/24/2017 weekly
G3.MA1 M321183	PLC logs and student data will be collected for weekly	Roche, Heather	8/24/2016	PLC logs will be collected for data purposes and reviewed.	5/24/2017 weekly
G1.B1.S1.MA1 M321175	PLC logs and walk through notes	Roche, Heather	8/24/2016	Review of PLC logs, walk through	5/24/2017 one-time
G1.B1.S1.MA1 M321176	PLC logs	Roche, Heather	8/24/2016	PLC logs, walk throughs, PD sign in sheets	5/24/2017 weekly
G1.B1.S1.A1 A312125	Professional Learning Communities	Roche, Heather	8/24/2016	PLC logs	5/24/2017 weekly
G2.B1.S1.MA1 M321178	Weekly data meetings will be held	Roche, Heather	8/24/2016	Data reports	5/24/2017 weekly
G2.B1.S1.MA1 M321179	Data reports will be monitored monthly to see student growth	Roche, Heather	8/24/2016	Data reports	5/24/2017 weekly
G2.B1.S1.A1 A312126	Weekly PLC meetings with each grade level	Roche, Heather	8/24/2016	PLC logs, walk throughs, data reports from the meetings	5/24/2017 weekly
G3.B1.S1.MA1 M321181	PLC logs will be monitored and reviewed	Roche, Heather	8/24/2016	Administration will review PLC logs	5/24/2017 weekly
G3.B1.S1.MA1 M321182	Administration will review PLC logs, conduct regular walk throughs	Roche, Heather	8/24/2016	Teachers will submit PLC logs for weekly review. Administration will provide feedback.	5/24/2017 weekly
G3.B1.S1.A1 A312127	Teachers will meet weekly for PLCs.	Roche, Heather	8/24/2016	PLC logs, data discussions,	5/24/2017 weekly

V. Professional Development Opportunities

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

G1. Increase faculty knowledge of Florida Standards.

G1.B1 Time

G1.B1.S1 With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards. Teachers must unpack the standards and identify exactly what their students must know/be able to do.

PD Opportunity 1

Professional Learning Communities

Facilitator

School Administration

Participants

All certified faculty members

Schedule

Weekly, from 8/24/2016 to 5/24/2017

G2. The number of students demonstrating a learning gain on the FSA ELA Assessment in grades 3 - 6 will increase by 3%.

G2.B1 Understanding rigor of standards

G2.B1.S1 Weekly PLC meetings - teachers will collaborate to deepen their understanding of the standards, what it "looks like" in their classroom, and effective strategies to ensure student mastery
Monthly Data meetings with each grade level to monitor student progress and develop interventions and/or Action Plans as needed.

PD Opportunity 1

Weekly PLC meetings with each grade level

Facilitator

Heather Roche

Participants

All teachers and Assistants

Schedule

Weekly, from 8/24/2016 to 5/24/2017

G3. The number of students demonstrating a learning gain on the FSA Math Assessment in grades 4 - 6 will increase by 5%.

G3.B1 lack of effective strategies

G3.B1.S1 Weekly PLC meetings, PD opportunities provided by the District and other school personnel, and Data meetings will allow teachers time to collaborate and discuss student progress and effective teaching strategies.

PD Opportunity 1

Teachers will meet weekly for PLCs.

Facilitator

Heather Roche

Participants

All teachers

Schedule

Weekly, from 8/24/2016 to 5/24/2017

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	Professional Learning Communities				\$0.00
2	G2.B1.S1.A1	Weekly PLC meetings with each grade level				\$691.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$691.00
			<i>Notes: Professional Development Funds will be spent on student engagement resources and instructional tools to support the Florida Standards.</i>			
3	G3.B1.S1.A1	Teachers will meet weekly for PLCs.				\$0.00
					Total:	\$691.00