

Clay County Schools

Fleming Island Elementary School



2016-17 Schoolwide Improvement Plan

Fleming Island Elementary School

4425 LAKESHORE DR, Orange Park, FL 32003

<http://fie.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	19%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	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 Fleming Island 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 challenging and rewarding for all children. We will increase student achievement by providing learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls.

b. Provide the school's vision statement.

We will prepare our students to be independent life-long learners for success in a global and competitive workplace. We will provide a learning environment that is centered on our students, directed by our teachers, and supported by our homes and community.

2. School Environment

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

Fleming Island Elementary learns about student cultures through the implementation of curriculum, which builds in the social and emotional aspects that foster a community of respect. Teachers schedule conferences with student's parents throughout the school year. Building a close relationship with the students families is important. Most families have lived in the community for several years and have built strong relationships with employees throughout the years. Open house and Curriculum Nights encourage parent involvement. In addition to guidance counseling, FIE has a military life counselor on campus to support our families. Other programs established to promote community and foster respect are Principal's Lunch Bunch, Respectful Rays and Student 2 Student.

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

FIE creates an environment where students feel safe and respected by teaching expectations through Stingray Way lessons. To ensure a safe campus procedures are in place for visitors to check in with a school employee at the front desk. There they provide their personal identification, which is scanned into the Raptor Identification system which verifies identities against the National Predator data base. Visitors are provided with an ID tag to wear while on campus, with their name, picture and their location on campus. Teachers open their classrooms 20 minutes prior to the start of school to provide a safe place for students while on campus. Faculty and staff are stationed around the campus to monitor students before and after school. Monthly; faculty, staff, and students conduct either a severe weather, fire, or intruder drill. FIE promotes and creates a safe and respectful environment through the implementation of our curriculum, Making Meaning and Being a Writer, which are Collaborative Classroom Programs that focus on Social-Emotional Learning. Our guidance counselors spend time engaged in classroom guidance lessons to discuss various social skills and strategies for personal growth.

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.

Fleming Island Elementary incorporates Stingray Way Lessons & behavioral expectations throughout the campus. The teachers reinforce the school-wide developed procedures such as the voice level system and Stingray Pride program. Lessons are taught/reviewed the first weeks of school. Posted signs throughout the school serve as reminders and procedures are also added to student agendas.

Grade levels also have individual and grade level student behavior plans and reward systems as well as the school's Respectful Rays program which includes a quarterly breakfast. FOCUS is used to enter referrals and track parent contact regarding behavior. This information can be viewed by those in contact with the student.

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.

FIE fosters a positive atmosphere to meet the social and emotional needs of students through the implementation of our Making Meaning and BAW curriculum delivery for grades K-5. Sixth grade also works to assure collaborative learning opportunities. The team teaching concept in grades 2-6 also fosters relationships. We employ two guidance counselors. We have a part-time DODEA Military Life Counselor who also works closely with families affected by transitions and deployments. Teachers work with the guidance counselors, intervention team facilitator, and school psychologist to develop Tier 2 and Tier 3 behavior and academic plans. Our part-time social worker works closely with our attendance team and teachers to assure that students home/life needs are being supported/met.

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.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate. FIE has an Attendance Committee that meets regularly as well as Intensive Reading and Inclusion Math classes to provide early interventions for students at risk.

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	4	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	12	0	0	0	0	0	0	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Attendance: An attendance committee meets every 4 weeks to review student data, and send home attendance letters if necessary.

Grades:

Discipline:

Testing: Academics for the lower quartile are provided in a small group setting. After school tutoring is provided to support and enhance their learning.

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

FIE works at building positive relationships with families to increase involvement by communicating our mission and vision and keeping parents informed of their child's progress. The Focus Parent Portal serves as an instrument to keep parents informed. Publications are distributed throughout the year in various forms to communicate with families, such as Parent and Student Handbook, The Barb, FIE website, and Facebook. The School Advisory Council and Parent Faculty Association establish communication and build relationships with families.

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.

FIE seeks to involve the family and community of Fleming Island through our Orientation, Open House and Family Nights, PFA, Student Council, and Spirit Nights planned throughout the year. A Business Partner Handbook was created to build and sustain business partnerships in the local community.

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
Archibald, Dana	Principal
Harrell, Kim	Teacher, K-12
McCarthy, Karen	Teacher, K-12
Barnard, Robin	Teacher, K-12
Tully, Kristen	Teacher, K-12
White, Jennifer	Teacher, K-12
Von Ebers, Karri	Teacher, K-12
Marks, Kim	Assistant Principal
Turner, Penny	Teacher, K-12
Toney, Elizabeth	Teacher, K-12
Burgess, Amy	Teacher, K-12
Glidden, Karla	Teacher, K-12
Rothert, Carlene	Teacher, K-12
Mana, Christine	Teacher, ESE

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 Foundational Skills Assessment, Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. The assistant principal attends the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district’s MTSS plan is followed. Lead teachers sometimes 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.

Grades K-6 will take various benchmark assessments throughout the school year. School-based leadership teams will meet to review and discuss student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are available at the district level and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. 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
Dana Archibald	Principal
Helen Clark	Education Support Employee
John Shakelton	Parent
Kenneth Vogel	Teacher
David Mike Mellott	Parent
Karri Von Ebers	Teacher
Elizabeth Toney	Teacher
Carrie King	Parent
Cheryl Nance	Parent
Laura Wheeley	Parent
Carmen Queen	Parent
Stephanie Bocchieri	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

Our SAC committee reviews student data that is collected through the previous year and the FSA scores that come in during the school year to determine if our SIP goals have been attained. We then discuss areas of weaknesses that need to be addressed school-wide.

b. Development of this school improvement plan

A subcommittee of teachers and administration will collect and disaggregate school data and present to the SAC as a whole. The subcommittee will develop specific goals to raise student achievement and which align with state and district goals. An action plan and strategies will be created to implement the school's goals. The plan will evaluate curriculum development to meet the needs of the school and identify specific school needs for training and resources. The SAC will meet as a whole to review and approve the plan before submittal to the district.

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

If School Recognition Funds are received by the state, Fleming Island Elementary teachers will vote to determine the use of the funds. Then our SAC committee will vote for approval or disapproval of the use of funds that was determined by the teachers.

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

There were no funds available 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
Archibald, Dana	Principal
Harrell, Kim	Teacher, K-12
Marks, Kim	Assistant Principal
McCarthy, Karen	Teacher, ESE
Barnard, Robin	Teacher, K-12
Toney, Elizabeth	Teacher, K-12
Tully, Kristen	Teacher, K-12
Turner, Penny	Teacher, K-12
Von Ebers, Karri	Teacher, K-12
White, Jennifer	Teacher, K-12
Rothert, Carlene	Teacher, K-12
Glidden, Karla	Teacher, K-12
Burgess, Amy	Teacher, K-12

b. Duties

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

The major initiatives this year will be a focus on Close Reading, strategies that engage students and writing across all content areas. The Literacy Leadership Team will work to effectively implement the MTSS process to ensure that students most "at risk" in reading receive appropriate intensive and immediate intervention services and will plan and provide enrichment activities for students, including a school-wide "Get Caught Reading Day". The Literacy Leadership Team will also discuss the methods to manage differentiated reading instruction within the collaborative classroom model.

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.

FIE is committed to an hour of common planning and collaborating time once a week for PLCs. Meetings will include planning, implementation plans, and reflections. In addition, Teacher Mentoring and Peer Teaching programs encourage positive working relationships between teachers.

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

We stay in contact with successful interns should an opening become available. Teacher candidates are interviewed if they are highly qualified for a posted position.

Fleming Island Elementary provides a warm, nurturing environment for the faculty and staff. We recognize that for teachers to be most effective, they must have the proper training and appropriate instructional materials to enable them to best meet the needs of their students. Adequate instructional materials and supplies are provided to teachers as funding permits. Teachers may participate in professional development activities to increase their skills and knowledge. Staff development opportunities are offered to increase teachers' knowledge of and use of technological applications in the

classroom. Technology is provided to assist teachers with instruction and record keeping. Teachers are encouraged to become involved in the school based decision making process. Special acts of teacher appreciation and recognition are provided throughout the year. A supportive and encouraging administrative staff is in place. Administration is responsible for making sure these strategies are implemented.

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

Beginning teachers are given a certified, experienced teacher as a mentor. They meet throughout the first year to prepare a portfolio for submission to the county. Several observations are conducted and meaningful feedback is given.

Grade levels have a common planning period for the purpose of consulting and collaborating throughout the year. One morning meeting a month is a designated data meeting for the discussion of struggling students and brainstorming strategies for the success of the student and teacher.

The Clay County School District has a mentoring program titled BEST for all new teachers. All new teachers in the district are assigned a school-based mentor teacher and a BEST coach from the district. These two work alongside new teachers to build a collaborative classroom. We currently have one new teacher in this program.

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.

Use of district approved curriculum BAW & MM
Lesson plans
Curriculum maps
Classroom walk-throughs
Administrative feedback
Student work samples
Use of Websites - CPALMS, FSA,
PLC & PLC logs
Primary grade report cards.

The county has also provided inservice for all teachers on the use of the Framework for intentional and targeted teaching. This framework is used across all content areas and grade levels to ensure best teaching practices and assist with assuring the alignment of standards.

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.

IDR
Literacy block
Differentiated instruction
Teacher-student conferencing
Student portfolios

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: After School Program

Minutes added to school year: 720

Before/after school tutoring program is available for struggling learners. Students are selected by grade level to participate in the program. Teachers will determine the area of need for each student and match the student to an appropriate form of supplemental materials. The tutoring sessions will consist of instruction.

Math and Science clubs are available to provide opportunities to enhance to curriculum.

PLCs are used to monitor curriculum and student progress.

Strategy Rationale

The struggling learner will have their specific need identified, and will be taught at their own level. The extra practice and repetition will allow students to reach mastery.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Archibald, Dana, dlarchibald@oneclay.net

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

Mid year data is collected through Performance Matters, teacher made assessments and K-2 county Assessments to review for student improvement. Daily formative assessments during tutoring times are administered to check for understanding and to develop interventions. The tutoring teacher will meet regularly with the classroom teacher to discuss progress and next steps.

Strategy: After School Program

Minutes added to school year: 1,500

Teachers will meet a minimum of 25 times (one hour sessions) a year to participate in Professional Learning communities

Strategy Rationale

When teachers spend structured and intentional time weekly collaborating around teaching and learning it is understood teaching practices improve and ultimately student performance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Archibald, Dana, dlarchibald@oneclay.net

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

PLC logs will be completed weekly by the PLC teams. Administrators will monitor these logs.

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.

Fleming Island Elementary has 5 Pre-K classes. Students are eligible to enter at the age of 3. Classes include students with ESE special needs, regular education role model students and VPK students. There is articulation between the Pre-K teachers and the kindergarten teachers for those students who will attend Kindergarten either at Fleming Island Elementary or at their home schools elsewhere in the district. Fleming Island Elementary Pre-K teachers have also participated in meetings with other Pre-K teachers in the district to share ideas to strengthen the Pre-K program. In 6th grade, FIE does an ESE articulation to Junior High School. An ESE teacher from each of the designated Junior High Schools participates in the meetings to ensure the EP's and IEP's are written appropriately for secondary education.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** On the ELA FSA the lower quartile of students will show a 3% increase in learning gains from 56% to 59% proficiency.

- G2.** On the Math FSA the lower quartile of students will show a 3% increase in learning gains from 53% to 56% proficiency.

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. On the ELA FSA the lower quartile of students will show a 3% increase in learning gains from 56% to 59% proficiency. 1a

G086060

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	3.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and implementation of The Framework for Intentional and Targeted Teaching

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Community logs.
- Being a Writer and Making Meaning Curriculum
- Administrative feedback
- Reading Eggs/Moby Max
- Teacher data notebooks
- Current standards and curriculum maps

Plan to Monitor Progress Toward G1. 8

Data from PLC logs, student assessment results, informal and formal observations will be collected throughout the school year.

Person Responsible

Dana Archibald

Schedule

Daily, from 8/17/2016 to 5/17/2017

Evidence of Completion

PLC logs, classroom walk-throughs, formal observations, lesson plans, student assessments

G2. On the Math FSA the lower quartile of students will show a 3% increase in learning gains from 53% to 56% proficiency. 1a

G086061

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	3.0

Targeted Barriers to Achieving the Goal 3

- Training

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Online resources
- Kagan examples
- Number Talks
- Teach Like A Champion
- Exemplars

Plan to Monitor Progress Toward G2. 8

Effective us of student engagement strategies. Student work will be analyzed during PLC.

Person Responsible

Dana Archibald

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

Evidence will be reflected through administrative walk-throughs and observations. PLC logs will indicate discussion and plans for engagement strategies in lessons.

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. On the ELA FSA the lower quartile of students will show a 3% increase in learning gains from 56% to 59% proficiency. **1**


 G086060

G1.B1 Teacher knowledge and implementation of The Framework for Intentional and Targeted Teaching

2

 B228709

G1.B1.S1 Inservice activities through the District and ClayU course on the Framework. **4**

 S241173

Strategy Rationale

Provide teachers with ongoing information to strengthen effective teaching practices to increase student learning.

Action Step 1 **5**

Framework videos available through ClayU and other online links can be used in PLCs to refine teaching

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

PLC logs, emails, Friday notes.

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

Informal and Formal observations

Person Responsible

Dana Archibald

Schedule

Daily, from 8/16/2016 to 11/25/2016

Evidence of Completion

Teacher feedback.

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

PLC logs will be reviewed. Administrators will visit PLC groups to listen in and provide supportive feedback if necessary.

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

PLC notebooks.

G2. On the Math FSA the lower quartile of students will show a 3% increase in learning gains from 53% to 56% proficiency. 1

G086061

G2.B1 Training 2

B228710

G2.B1.S1 Designate Wednesdays as a day exclusively for trainings, planning and discussing student engagement strategies and best practices. 4

S241174

Strategy Rationale

To encourage maximum participation in teacher collaboration.

Action Step 1 5

Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Meeting sign in sheet and follow up forms for in-service points.

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

Monitoring Wednesday meetings for teacher participation. Time will be held sacred. Teachers will be expected to attend.

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

PLC completed logs

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

Assure meetings are occurring. Student work will be analyzed.

Person Responsible

Dana Archibald

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

PLC completed logs; feedback from administrators

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.S1.MA1 M321248	Informal and Formal observations	Archibald, Dana	8/16/2016	Teacher feedback.	11/25/2016 daily
G1.MA1 M321249	Data from PLC logs, student assessment results, informal and formal observations will be collected...	Archibald, Dana	8/17/2016	PLC logs, classroom walk-throughs, formal observations, lesson plans, student assessments	5/17/2017 daily
G1.B1.S1.MA1 M321247	PLC logs will be reviewed. Administrators will visit PLC groups to listen in and provide supportive...	Archibald, Dana	8/17/2016	PLC notebooks.	5/17/2017 weekly
G1.B1.S1.A1 A312157	Framework videos available through ClayU and other online links can be used in PLCs to refine...	Archibald, Dana	8/17/2016	PLC logs, emails, Friday notes.	5/17/2017 weekly
G2.MA1 M321252	Effective us of student engagement strategies. Student work will be analyzed during PLC.	Archibald, Dana	8/17/2016	Evidence will be reflected through administrative walk-throughs and observations. PLC logs will indicate discussion and plans for engagement strategies in lessons.	5/24/2017 daily
G2.B1.S1.MA1 M321250	Assure meetings are occurring. Student work will be analyzed.	Archibald, Dana	8/17/2016	PLC completed logs; feedback from administrators	5/24/2017 weekly
G2.B1.S1.MA1 M321251	Monitoring Wednesday meetings for teacher participation. Time will be held sacred. Teachers will...	Archibald, Dana	8/17/2016	PLC completed logs	5/24/2017 weekly
G2.B1.S1.A1 A312158	Encourage teachers to meet and collaborate during the PD to share ideas that they have used in...	Archibald, Dana	8/17/2016	Meeting sign in sheet and follow up forms for in-service points.	5/24/2017 weekly

V. Professional Development Opportunities

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

G2. On the Math FSA the lower quartile of students will show a 3% increase in learning gains from 53% to 56% proficiency.

G2.B1 Training

G2.B1.S1 Designate Wednesdays as a day exclusively for trainings, planning and discussing student engagement strategies and best practices.

PD Opportunity 1

Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.

Facilitator

Kim Marks

Participants

All Certified Teachers

Schedule

Weekly, from 8/17/2016 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	Framework videos available through ClayU and other online links can be used in PLCs to refine teaching	\$0.00
2	G2.B1.S1.A1	Encourage teachers to meet and collaborate during the PD to share ideas that they have used in their classroom for effective student engagement.	\$0.00
Total:			\$0.00