

Clay County Schools

Swimming Pen Creek Elementary School



2016-17 Schoolwide Improvement Plan

Swimming Pen Creek Elementary School

1630 WOODPECKER LN, Middleburg, FL 32068

<http://spc.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	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

**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 Swimming Pen Creek 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.

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

b. Provide the school's vision statement.

Our vision is to empower students by providing an innovative and engaging learning environment that prepares them for future success.

2. School Environment

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

Teachers at SPC have many beginning of the year policies for getting to know students, such as student surveys and questionnaires. Open House is a forum for getting to know families and establishing relationships with parents that will ultimately lead to stronger relationships with students. Several school clubs have been established, which promote ongoing positive relationships between students and teachers. These clubs include Chess Club, Run/Walk Club, Lego Robotics, Math Team, after-school tutoring, Student of the Month, and Student Council. Teachers also engage in one-on-one conferences with students to discuss academics and allow the student to share personal stories and interests. The military counseling program helps provide teachers with valuable information about students' lives outside of school that can help the teacher connect with the student. Vertical team planning is held to allow teachers to learn about students' lives and academic and social habits to prepare the teachers meet students' specific academic, social, and emotional needs.

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

SPC has many procedures in place to ensure that students feel safe and respected before, during, and after school. Safety patrols are on duty before the start of school and assist with morning drop off as well as escorting and monitoring students as they walk to the cafeteria or their classrooms. Staff members are visible and on duty as students arrive at school and teachers have morning duty in their classrooms. Students are able to go to the cafeteria in the morning prior to the start of school. Student ambassadors collect library books every morning. After school, there is a campus sweep in which all teachers are visible and assist with the dismissal process. Administrators are present at each dismissal site. Discipline issues are addressed promptly by teachers and administrators and the behavior site coach is on campus regularly to assist and monitor student behaviors and prevent negative behaviors from escalating. Voice levels are taught and monitored school wide, along with a behavior matrix, to make sure students have the opportunity to work and play in a respectful environment. Individual classroom teachers are responsible for maintaining and enforcing a classroom behavior policy.

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 "Champs Train the Trainer" program teaches teachers how to implement student voice levels and a behavior matrix. There is a focus on positive behavior through the Otter pledge and the selection of SPC All Stars to represent students who are respectful, positive, productive, and proud. The behavior site coach is available to assist with disciplinary incidents as needed. Student council does monthly rewards and incentives for students exhibiting desired character traits. The Student of the Month program awards students per grade level for positive behavior.

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.

The "Champs Train the Trainer" program assists the school in establishing voice levels and a behavior matrix to ensure that classrooms are conducive to learning. Military Counseling and group lunches are implemented to provide students of military families with support and guidance. Safety Patrols walk students to classes and help with the dismissal routine. A student of the month is featured and invited to lunch with the principal. The Otter Pledge emphasizes positive behavior and encourages students to be respectful, positive, productive, and proud. The behavior site coach is available to assist with disciplinary situations and prevent negative behaviors from escalating. The social worker meets with students regarding attendance issues as needed. The behavioral health counselor creates behavior care plans for applicable students and provides regular counseling to students with emotional and behavioral difficulties.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics

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	7	0	0	0	0	0	0	7
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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	22	0	0	0	0	0	0	22
	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.

Social worker meeting with students and communicating with parents and teachers for attendance
Behavior site coach meeting with students regarding disciplinary incidents
ESE Push-in teachers meeting with students daily
MTSS Tier process

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

Swimming Pen Creek works to build a positive relationship with our families. Their involvement is necessary to the success of our students and our school. A positive relationship begins with proper two way communication. Our teachers send home newsletters, some grade levels send home weekly newsletters, and others send monthly/quarterly newsletters. The information in the newsletters inform parents of what is occurring in the classroom. It also provides valuable information on how parents can support their students academic and social progress. Important school events, community information, and graded papers are sent home in our Tuesday Folders. Students in grades K-6 have daily agendas. The agendas are sent home to link school to home. The students write their homework assignments in the agendas. Teachers are also able to write behavior notes if necessary. Kindergarten teachers send home daily behavior folders to provide parents feedback on their students progress. Teachers hold conferences at least 2 times a year with parents. The purpose of the conference is to inform them of their students academic and social progress. We hold a conference night in the cafeteria and parents are encouraged to attend.

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.

A sustained partnership is an important component to a successful school. We rely on our local community to improve the educational needs of our students. We do many community based fundraisers with local restaurants. We have family nights at Chick fil A and Zaxby's. The money raised supports the school in improving academic needs. We rely on the support Orange Park First Baptist provides our students in need. Our partnership includes a teacher supply drive throughout the year, and project backpack. The supplies are valuable to teachers and they support the learning of our students. Project backpack provides needed non-perishables for the weekend for some of our students. It allows our students to continue to nourish their bodies over the weekend and over long holidays. We partner with Ruby Tuesday for school spirit night. This provides the community with a chance to raise money for academic needs, as well as foster a positive school climate. We have a partnership with Brusters Italian Ice. This partnership helps raise money to support our students' needs socially and academically.

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
Ivey, Rodney	Principal
Stewart, Trisha	Assistant Principal
Shaw, Janet	Teacher, K-12
Bennett, Lori	Teacher, ESE
Hamelin, Jessica	Teacher, K-12
Armogan, Carrie	Teacher, K-12
Dominey, Lorena	Teacher, K-12
Ferrante, Kelly	Teacher, PreK
Lancaster, Stephanie	Teacher, K-12
Lewis, Marne	Teacher, K-12
Mills, Katlyn	Teacher, K-12
Newdiger, Donna	Teacher, K-12

b. Duties

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

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 may include K-2 Assessments, 3-12 Performance Matters benchmark assessments, and formal assessments such as the Florida State Assessment. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The team 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 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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessments (decided by the district calendar) 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. Coaches are in place at each school and will focus upon supporting quality Tier 2 and 3 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
Rodney Ivey	Principal
Katlyn Mills	Teacher
Chris Ferrante	Parent
Gretta Gillis	Parent
Gayle Little	Parent
Renea Taylor	Parent
Keisha Napier	Parent
Jessica Hamelin	Teacher
Janet Shaw	Teacher
Leah Norton	Teacher
Courtney Holcombe	Teacher
Lisa Afleje	Parent
Chantell Williams	Parent
Jon Sanders	Education Support Employee
Vernice Grossglass	Education Support Employee
Jessica Edelman	Parent
Cynthia Pate	Parent
Adona Homminga	Parent
Janet Garriott	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 SAC committee reviewed the School Improvement Plan and discussed the need to strengthen or revise goals based on student achievement levels and success of implemented goals and action plans.

b. Development of this school improvement plan

The SAC committee will be presented with current FSA data, and school demographics. The committee will review the strengths and weaknesses of the school, and will discuss and develop SMART goals, objectives, and budget expenditures. The committee will discuss ways to improve parent involvement as mentioned in the School Improvement Survey.

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

The SAC committee will be presented with a projected budget and have the opportunity to provide input on needed resources, programs, or activities.

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

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
Ivey, Rodney	Principal
Shaw, Janet	Teacher, K-12
Bennett, Lori	Teacher, ESE
Gannon, Susan	Instructional Media

b. Duties

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

The Literacy Leadership Team will work to effectively integrate the MTSS process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. Additionally, the LLT will research and discuss strategies that will fully engage average and higher level readers. Literacy Leadership Team members will also collaborate with teachers to provide enrichment to average and higher level readers. The media specialist will provide school wide incentives to promote literacy and the Accelerated Reader Program.

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 are provided weekly Professional Learning Communities for collaboration on planning and instruction of curriculum and materials. PLCs provide teachers the opportunity to collaborate and create common assessments based on the instructional framework, assess student work, discuss instruction, create interventions for students who need interventions, and decide on progression of curriculum based on data. Professional Learning Communities provide a common time for teachers teaching the same subjects to the same grade levels to discuss common trends and to develop innovative strategies for improvement.

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

The administration participates in the District Teacher Recruitment Fair each May. Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success. The administration team utilizes search soft when open positions become available and selects highly qualified candidates for interviews. The administration team implements the team approach for interviews with teacher leaders on the interview team that are in the county administration pool. Retention of highly qualified effective teachers is maintained by administration with planned quartely classroom walkthroughs and constructive and postive feedback on the instructional framework.

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

Teacher's will be matched with trained teacher leaders in the school to serve as mentors. Monthly mentor breakfasts provide support to develop a strong collaborative environment. Mentors are provided substitutes and time to attend mentees classrooms to model, coach , and encourage on instruction, curriculum, and classroom management.

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.

Teachers have been offered trainings for ELA (Reading & Writing) curriculum, which is aligned with standards. PLCs and grade level meetings allow teachers to plan instruction and create standards-based common assessments focused on the Florida Standards. Performance Matters pre and post assessments are given and analyzed for students' success with Florida Standards. Curriculum Maps are referred to and used to plan in PLCs. K-2 grade levels create standards-based report cards. One Clay Writes is used to assess students' knowledge of the Florida Standards for Writing.

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 weekly in PLCs to plan activities and lessons that are differentiated and designed to meet the diverse needs of students. Student performance on classroom common assessments are analyzed regularly by grade level team members in PLCs and interventions are planned to assist students having difficulty. Students have the opportunity to engage in Individualized Daily Reading (IDR) through the Making Meaning Program and write in response to books on their level. Teachers have IDR conferences with students to make sure students are attending to meaning and choosing appropriately leveled books. Action steps are planned based on the results of student conferences. The MTSS program involves the tracking of student data and the planning of specific interventions to meet individual students' needs. After school tutoring is held to respond to students' individual needs.

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: 1,440

The school will offer after school tutoring to students who are at-risk of not passing standardized assessments and subgroups to make academic gains.

Strategy Rationale

Individualized tutoring sessions will provide differentiated instruction to students in order to help them prepare for state standardized tests and improve their academic performance on core subjects.

Academic nights will promote English Language Arts, Mathematics, and science and involve families and community members in the educational process.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ivey, Rodney, rodney.ivey@myoneclay.net

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

Academic Nights attendance logs-analyzed for percentage of families and community members present

Teacher-developed assessments to monitor students' progress in tutoring (i.e. fluency records, comprehension checks)

Computer program assessment data (i.e. AR test results, XtraMath reports)

Strategy: Extended School Day

Minutes added to school year:

Chess Club

Chorus

Lego Robotics Club

Writing Technology Club

Strategy Rationale

Extracurricular activities promote higher self esteem among students and help them build connections with the school, other students, and staff members.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine 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.

At Swimming Pen Creek Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of rigorous instructional/intervention programs. These assessments will determine their knowledge of letters and sounds, numbers and counting, and other pre-academic skills. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/ Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated prior to September 16, 2016. Teachers will use this data to create classrooms that are comprised of students with varying experiences and abilities. Core Kindergarten academic and behavioral instruction will include differentiated instruction according to student needs based on assessment. The teacher will provide students with ample practice opportunities, corrective feedback, and positive reinforcement. Teachers will scaffold instruction, provide guided and independent practice, model instruction and provide ample support.

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 62% of the students will meet proficiency on the 2016-2017 FSA Math Assessment.
- G2.** 62% of the students will meet proficiency on the 2016-2017 FSA ELA Assessment.
- G3.** Increase family and community involvement through community engagement nights, with a 70% attendance rate.

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. 62% of the students will meet proficiency on the 2016-2017 FSA Math Assessment. 1a

G086062

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of FSA aligned materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journaling
- Moby Max
- GoMath FSA assessment questions
- FSA Portal resources

Plan to Monitor Progress Toward G1. 8

Formative Assessments, local and district Performance Matters data, Team data meetings in PLCs

Person Responsible

Rodney Ivey

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Formative assessments developed in PLCs, student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs

G2. 62% of the students will meet proficiency on the 2016-2017 FSA ELA Assessment. 1a

G086063

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Students' ability to write across content areas

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum resources include: Making Meaning and Being a Writer, Writing Anchor Charts, and Grade level classroom libraries
- Journaling across content areas
- One Clay Writes rubrics-consistent across grade levels and subjects
- Achieve 3000
- Media Specialist gathering book sets to support teachers' instructional units
- Journals in every subject

Plan to Monitor Progress Toward G2. 8

Formative assessments, local and district Performance Matters data, team data meetings in PLCs

Person Responsible

Rodney Ivey

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Formative assessments developed in PLCs, Student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs

G3. Increase family and community involvement through community engagement nights, with a 70% attendance rate. 1a

G086064

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	70.0

Targeted Barriers to Achieving the Goal 3

- Resources to support community and family involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Lessons
- Foundations-School Standards of Success
- Common Planning Time
- Behavior Site Coach
- School Psychologist
- Behavioral Health Counselor
- Community Partnerships
- Student of the Month Program
- Quarterly Community Engagement Nights

Plan to Monitor Progress Toward G3. 8

Meeting Notes, Meeting Logs, Parent Surveys

Person Responsible

Rodney Ivey

Schedule

Quarterly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Meeting Notes, Meeting Logs, Parent Surveys

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. 62% of the students will meet proficiency on the 2016-2017 FSA Math Assessment. **1**

 G086062

G1.B1 Lack of FSA aligned materials **2**

 B228711

G1.B1.S1 Teacher collaboration on creating FSA aligned math journal prompts **4**

 S241175

Strategy Rationale

Teacher collaboration will ensure consistency of prompt quality

Action Step 1 **5**

Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments

Person Responsible

Rodney Ivey

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Weekly PLC logs, journal prompts and assessments, student work

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

One PLC weekly log per team

Person Responsible

Rodney Ivey

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

PLC sign in sheets, PLC logs

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

Collect and review PLC weekly logs, provide feedback to teachers, review student journal samples during classroom walkthroughs and at PLCs

Person Responsible

Rodney Ivey


Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Student work analyzed in PLCs, logs that show evidence of planning addressing problem solving in math, formative assessments developed in PLCs


G2. 62% of the students will meet proficiency on the 2016-2017 FSA ELA Assessment. 1

 G086063

G2.B2 Students' ability to write across content areas 2

 B228713

G2.B2.S1 Students need to increase their ability to write across content areas. 4

 S241177

Strategy Rationale

Students have to write to explain their answers in all subject areas, and on many portions of the FSA.

Action Step 1 5

During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia usage).

Person Responsible

Rodney Ivey

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

FSA aligned literacy prompts, student work, meeting notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia usage).

Person Responsible

Rodney Ivey

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Meeting Notes, PLC logs, student work, instructional evidence

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia usage).

Person Responsible

Rodney Ivey

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

PLC logs, meeting notes, student data, FSA aligned prompts

G3. Increase family and community involvement through community engagement nights, with a 70% attendance rate. 1

 G086064

G3.B2 Resources to support community and family involvement 2

 B228716

G3.B2.S1 Collaborate with community partners and families to develop strategies, programs, and events to increase community and parental involvement. 4

 S241179

Strategy Rationale

Teachers and students will benefit from collaboration with community partners who have expertise in supporting students' social and emotional needs as well as family involvement.

Action Step 1 5

Teachers will participate on a planning team to help foster and design community partnerships, events, and programs.

Person Responsible

Rodney Ivey

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Conference logs, Student Data, Parent Surveys

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will meet quarterly with school leaders to discuss community partnerships and family involvement opportunities, programs, strategies, and events.

Person Responsible

Rodney Ivey

Schedule

Quarterly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Documented data meetings and forms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

School leaders will hold quarterly data meetings to ensure teachers are collaborating with community partners to support the family involvement among the school.

Person Responsible

Rodney Ivey













Schedule

Quarterly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Quarterly data logs, meeting notes, conference notes, guidance records

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  M321255	Formative Assessments, local and district Performance Matters data, Team data meetings in PLCs	Ivey, Rodney	9/15/2016	Formative assessments developed in PLCs, student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs	5/25/2017 weekly
G2.MA1  M321260	Formative assessments, local and district Performance Matters data, team data meetings in PLCs	Ivey, Rodney	9/15/2016	Formative assessments developed in PLCs, Student work analyzed in PLCs, track MTSS students in PLCs, Performance Matters data, PLC Logs	5/25/2017 weekly
G3.MA1  M321265	Meeting Notes, Meeting Logs, Parent Surveys	Ivey, Rodney	9/15/2016	Meeting Notes, Meeting Logs, Parent Surveys	5/25/2017 quarterly
G1.B1.S1.MA1  M321253	Collect and review PLC weekly logs, provide feedback to teachers, review student journal samples...	Ivey, Rodney	9/15/2016	Student work analyzed in PLCs, logs that show evidence of planning addressing problem solving in math, formative assessments developed in PLCs	5/25/2017 monthly
G1.B1.S1.MA1  M321254	One PLC weekly log per team	Ivey, Rodney	9/15/2016	PLC sign in sheets, PLC logs	5/25/2017 weekly
G1.B1.S1.A1  A312159	Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments	Ivey, Rodney	9/15/2016	Weekly PLC logs, journal prompts and assessments, student work	5/25/2017 weekly
G2.B2.S1.MA1  M321258	During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia...	Ivey, Rodney	9/15/2016	PLC logs, meeting notes, student data, FSA aligned prompts	5/25/2017 monthly
G2.B2.S1.MA1  M321259	During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia...	Ivey, Rodney	9/15/2016	Meeting Notes, PLC logs, student work, instructional evidence	5/25/2017 monthly
G2.B2.S1.A1  A312161	During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia...	Ivey, Rodney	9/15/2016	FSA aligned literacy prompts, student work, meeting notes	5/25/2017 weekly
G3.B2.S1.MA1  M321263	School leaders will hold quarterly data meetings to ensure teachers are collaborating with...	Ivey, Rodney	9/15/2016	Quarterly data logs, meeting notes, conference notes, guidance records	5/25/2017 quarterly
G3.B2.S1.MA1  M321264	Teachers will meet quarterly with school leaders to discuss community partnerships and family...	Ivey, Rodney	9/15/2016	Documented data meetings and forms	5/25/2017 quarterly
G3.B2.S1.A1  A312163	Teachers will participate on a planning team to help foster and design community partnerships,...	Ivey, Rodney	9/15/2016	Conference logs, Student Data, Parent Surveys	5/25/2017 monthly

V. Professional Development Opportunities

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

G1. 62% of the students will meet proficiency on the 2016-2017 FSA Math Assessment.

G1.B1 Lack of FSA aligned materials

G1.B1.S1 Teacher collaboration on creating FSA aligned math journal prompts

PD Opportunity 1

Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments

Facilitator

Rodney Ivey

Participants

SPC staff

Schedule

Weekly, from 9/15/2016 to 5/25/2017

G2. 62% of the students will meet proficiency on the 2016-2017 FSA ELA Assessment.

G2.B2 Students' ability to write across content areas

G2.B2.S1 Students need to increase their ability to write across content areas.

PD Opportunity 1

During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia usage).

Facilitator

Rodney Ivey

Participants

Teachers, Students, School Leaders

Schedule

Weekly, from 9/15/2016 to 5/25/2017

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	Teachers will collaborate in weekly PLCs to create FSA aligned journal prompts and assessments	\$0.00
2	G2.B2.S1.A1	During PLC teachers will collaborate to create FSA aligned literacy prompts (including multimedia usage).	\$0.00
3	G3.B2.S1.A1	Teachers will participate on a planning team to help foster and design community partnerships, events, and programs.	\$0.00
Total:			\$0.00