Clay County Schools

Ridgeview Elementary School

2016-17 Schoolwide Improvement Plan

Ridgeview Elementary School

421 JEFFERSON AVE, Orange Park, FL 32065

http://rve.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	69%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

**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 Ridgeview 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.

Ridgeview Elementary School 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.

RVE holds Open House events twice per year, there is an active volunteer organization. We use our bi-lingual staff to assist parents and students, forms are sent home in several languages and the phone systems offers to send phone messages in several languages, the majority of teachers are ESOL trained and certified. Classrooms and libraries contain culturally rich literature. Grade level specific cultural events .

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

RVE is a secure campus, gates are locked and access is only given through the Front Office. Parents have identity tags for the safe pick-up of students. RVE students are continually and actively supervised throughout the day. There is a 'buddy' system for students traveling around campus. RVE has implemented the use of two "Buddy Benches", placed on both recess fields, to provide a safe place for students to express feelings of social separation. RVE also utilizes the RAPTOR program as a tool to check and document the backgrounds of individuals visiting the school campus.

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.

All grade levels have grade level adapted positive behavior plans, CHAMPS used in selected grades, school-wide noise levels. Students attend weekly lessons given by the guidance counselor focusing on the acronym PAWS- Pride, Always respectful, Working Hard, Smart and Successful. PLC with resource teachers and guidance specifically targeting students with significant behavior problems.

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 adopted series, Making Meaning and Being a Writer both have a social and emotional component used in each classroom. The SIPPS prgram is also used for K-2 and the Third grade EBD unit. The guidance counselor teaches weekly lessons in character development related to PAWS.. Students in crisis may call upon our guidance counselor, the school social worker, or the school psychologist.

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.

Monthly attendance meeting which include: the attendance secretary, the school social worker and the assistant principal.
Weekly meetings with teams to look at MTSS data.
Weekly PDs to look at student data and interventions.

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	13	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	4	0	0	0	0	0	0	4
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	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	2	0	0	0	0	0	0	2

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

Social worker referral and home visits. Doctors' note and attendance contracts for excessive absences. Intensive Reading and Math classes, tutoring offered.

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

The school uses all of the following on a regular basis to inform and involve stakeholders: Parent Portal, Facebook, school website, local newspapers, the school marque and the Parent Link phone system for weekly calls.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school fully supports the use of its facilities to host the Boy and Girl Scouts of America. The school also assists parents by allowing the YMCA access to school facilities for day care services. We have an active partnership with a local church, which provides supplies, support, and services. The school seeks out business partners and showcases the school in local newspapers Facebook, website and the school marque.

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
McLaughlin, Tracy	Principal
McHugh-Clark, Judi	Assistant Principal
Millard, Dana	Teacher, K-12
Schoenfeld, Connie	Teacher, K-12
Randall, Jamie	Teacher, K-12
Bazemore, Tiffany	Teacher, K-12
Morrison, Kim	SAC Member
	Teacher, K-12
Macdonald, Gina	Teacher, ESE
Henderson, Lindsay	Instructional Coach
Smith, Shedreka	Teacher, K-12
Tullous, Sue	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.

Ms Tracy McLaughlin (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, oversees implementation of intervention support and documentation, provides adequate professional development to support implementation, and communicates with parents

regarding school-based plans and activities.

Instructional Coach: Lindsey Henderson: Facilitates and supports best teaching practices, data collection, MTSS, and implementation of the curriculum and the Framework.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instruction activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Development.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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.

Baseline data: Foundational Assessments via Progress Monitoring Assessment and Information Management System (Focus), FSA annual testing, Running Records, Performance Matters in all grades for math and science, Clay BUS for behavior, FLKRS, Diagnostic Reading Assessment (DAR), End of Year: FSA. Alternate Assessment.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kimberly Morrison	Teacher
Tracy McLaughlin	Principal
Jenn Paziuk	Education Support Employee
Megan Ervin	Teacher
Tiffany Derrick	Parent
Carol Dasher	Business/Community
Jessie Fuhrman	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

At the final SAC meeting data was reviewed and analyzed in relation to the SIP goals.

b. Development of this school improvement plan

Each year a draft of the school improvement plan is presented for approval and input. The school administration and the SAC chair review each item with the council and discuss why goals were chosen. When finished, a motion is made to approve the school improvement plan. If it is not approved, changes are made then it is presented to SAC at the next meeting.

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

School budget is presented to SAC in draft form by the Principal to review, offer input and approve at the final meeting of the school year.

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
McLaughlin, Tracy	Principal
McHugh-Clark, Judi	Assistant Principal
Millard, Dana	Teacher, K-12
Bazemore, Tiffany	Teacher, K-12
Schoenfeld, Connie	Teacher, K-12
Morrison, Kim	Teacher, K-12
Tullous, Sue	Teacher, K-12
Smith, Shedreka	Teacher, K-12
Henderson, Lindsay	Instructional Coach
Randall, Jamie	Teacher, K-12

b. Duties

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

This year the LLT will concentrate on assisting the lower 25% of readers as identified by Performance Matters, common assessments and Making Meaning assessments.

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 in all departments are provided with a one hour PD period each week during the contracted school day. Opportunities are given to co-teach and observe each others lessons.

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

To recruit new teachers the administration will attend the District Mock Interviews on a yearly basis. To retain highly qualified teachers the administration will mentor teachers new to the school, provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, teacher recognition programs, and professional development. Persons responsible: Tracy McLaughlin and Judith McHugh-Clark

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

Administration will provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, and provide opportunities for teachers to observe colleagues. Teachers will be paired by both grade level and subject taught for ease of pedagogical exchange.

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.

RVE will use weekly PD logs and lesson plans to ensure Florida Standards are used for planning and instruction. Teachers will use county adopted core texts which are aligned to state standards. Teachers will use the Clay County Framework for Intentional Teaching to guide planning and instruction. Teachers follow the Clay County curriculum maps.

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 to review data and plan interventions. Students who are not proficient are: given small group or individual instruction, recommended for tutoring and/or remediation activities. Instruction will be modified with extended time, reduced/modified assignments, or oral presentation. IDR time.

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: 27,600

Seventy-five targeted students were chosen to participate in the 21st Century Grant program. The 21st Century grant promotes social, emotional and academic growth through activities such as tutoring, homework club, STEM projects, physical activity and writing skills through journals.

Strategy Rationale

Tutoring gives each student an additional forty minutes of individualized instruction per day. Instruction is aligned with standards.
21st Century Grant students are provided with an additional support 3 hours a day, 4 times per week.
Robotics and Coding programs provide students with further STEM opportunities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McLaughlin, Tracy, tracy.mclaughlin@myoneclay.net

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

Data is analyzed by teachers in weekly meetings. All data is examined at quarterly meetings with Administration.

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.

Kindergarten staggered entry, FLKRS Kindergarten testing, K-2 parent meeting, and orientation. Upon entering Ridgeview Elementary, each student is screened to assist the teachers in planning the most appropriate curriculum based on each students' need. FLKRS and PM are administered to each child on a one-on-one basis to determine their probability of initial reading and math success. Data from these screenings will be used to plan daily academic instruction for all students. If students are identified as needing assistance outside of the core curriculum; their names will be given to the SBLT.

Assessments will be re-administered mid-year and at the end of the year to determine student learning gains and determine the need for changes to the instructional/intervention programs

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.

N/A

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"Â? 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.

N/A

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. INNOVATE: Increase students' math skills through incorporating standards-based planning and implementation.

G2. ENGAGE: Increase student engagement throughout all content areas.

G3. EMPOWER: Increase Professional Development through PDs

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. INNOVATE: Increase students' math skills through incorporating standards-based planning and implementation. 1a

G086065

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Access to lessons aligned to curriculum standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- GO Math and Florida Ready Math and the Framework for Intentional Teaching

Plan to Monitor Progress Toward G1. 8

Performance Matters

Person Responsible
Judi McHugh-Clark

Schedule
Monthly, from 10/12/2016 to 5/24/2017

Evidence of Completion
Data reports and lesson plans

G2. ENGAGE: Increase student engagement throughout all content areas. 1a

G086066

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Planning time, lack of training in high yield engagement strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- PDs, Walk-Throughs for student engagement activities

Plan to Monitor Progress Toward G2. 8

PD, formative assessments

Person Responsible
Judi McHugh-Clark

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

Evidence of Completion
sign-in sheets and PD logs

G3. EMPOWER: Increase Professional Development through PDs 1a

G086067

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Core textbooks not aligned with District Curriculum Maps and state standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- PDs and Common Planning

Plan to Monitor Progress Toward G3. 8

Teacher response to professional discussion

Person Responsible
Judi McHugh-Clark

Schedule
On 5/24/2017

Evidence of Completion
Email and PD logs

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. INNOVATE: Increase students' math skills through incorporating standards-based planning and implementation. 1

G086065

G1.B1 Access to lessons aligned to curriculum standards 2

B228717

G1.B1.S1 District PDs and school PDs 4

S241180

Strategy Rationale

To educate and inform teachers of best practice and instructional framework.

Action Step 1 5

PD

Person Responsible

Tracy McLaughlin

Schedule

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

Evidence of Completion

sign-in sheets and PLC logs

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

Lesson Plans and PD logs

Person Responsible

Tracy McLaughlin

Schedule

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

Evidence of Completion

GO Math, Florida Ready and Unique Learning reflected in lesson plans.

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

Performance Matters

Person Responsible

Judi McHugh-Clark

Schedule

On 5/24/2017

Evidence of Completion

Data Reports and lesson plans

G2. ENGAGE: Increase student engagement throughout all content areas. 1

G086066

G2.B1 Planning time, lack of training in high yield engagement strategies 2

B228718

G2.B1.S1 PD and common planning time 4

S241181

Strategy Rationale

In PD and common planning teachers will align engagement strategies to standards based lessons.

Action Step 1 5

PD

Person Responsible

Tracy McLaughlin

Schedule

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

Evidence of Completion

sign in sheets, PD logs and follow-up activities

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

PD logs and feedback

Person Responsible

Tracy McLaughlin

Schedule

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

Evidence of Completion

observation, data and logs

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

PD

Person Responsible

Tracy McLaughlin

Schedule

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

Evidence of Completion

Teacher generated data. Evidence during walk-throughs of the Instructional Framework. Evidence of collaborative classrooms.

G3. EMPOWER: Increase Professional Development through PDs 1

G086067

G3.B1 Core textbooks not aligned with District Curriculum Maps and state standards 2

B228719

G3.B1.S1 One hour PD per week, virtual and email meetings 4

S241182

Strategy Rationale

Scheduled weekly.

Action Step 1 5

Team leaders will initiate discussion through emails or data-based needs.

Person Responsible

Judi McHugh-Clark

Schedule

On 5/24/2017

Evidence of Completion

PD logs

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

PD logs and email

Person Responsible

Judi McHugh-Clark

Schedule

On 5/24/2017

Evidence of Completion

Email and PD logs

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

Teacher response to professional discussion

Person Responsible

Judi McHugh-Clark

Schedule

On 5/24/2017

Evidence of Completion

Email and PD 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 M321268	Performance Matters	McHugh-Clark, Judi	10/12/2016	Data reports and lesson plans	5/24/2017 monthly
G2.MA1 M321271	PD, formative assessments	McHugh-Clark, Judi	8/17/2016	sign-in sheets and PD logs	5/24/2017 weekly
G3.MA1 M321274	Teacher response to professional discussion	McHugh-Clark, Judi	8/17/2016	Email and PD logs	5/24/2017 one-time
G1.B1.S1.MA1 M321266	Performance Matters	McHugh-Clark, Judi	10/12/2016	Data Reports and lesson plans	5/24/2017 one-time
G1.B1.S1.MA1 M321267	Lesson Plans and PD logs	McLaughlin, Tracy	8/17/2016	GO Math, Florida Ready and Unique Learning reflected in lesson plans.	5/24/2017 biweekly
G1.B1.S1.A1 A312164	PD	McLaughlin, Tracy	8/17/2016	sign-in sheets and PLC logs	5/24/2017 weekly
G2.B1.S1.MA1 M321269	PD	McLaughlin, Tracy	8/17/2016	Teacher generated data. Evidence during walk-throughs of the Instructional Framework. Evidence of collaborative classrooms.	5/24/2017 weekly
G2.B1.S1.MA1 M321270	PD logs and feedback	McLaughlin, Tracy	8/17/2016	observation, data and logs	5/24/2017 weekly
G2.B1.S1.A1 A312165	PD	McLaughlin, Tracy	8/17/2016	sign in sheets, PD logs and follow-up activities	5/24/2017 weekly
G3.B1.S1.MA1 M321272	Teacher response to professional discussion	McHugh-Clark, Judi	8/17/2016	Email and PD logs	5/24/2017 one-time
G3.B1.S1.MA1 M321273	PD logs and email	McHugh-Clark, Judi	8/17/2016	Email and PD logs	5/24/2017 one-time
G3.B1.S1.A1 A312166	Team leaders will initiate discussion through emails or data-based needs.	McHugh-Clark, Judi	8/17/2016	PD logs	5/24/2017 one-time

V. Professional Development Opportunities

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

G1. INNOVATE: Increase students' math skills through incorporating standards-based planning and implementation.

G1.B1 Access to lessons aligned to curriculum standards

G1.B1.S1 District PDs and school PDs

PD Opportunity 1

PD

Facilitator

McLaughlin/ Clark

Participants

All teachers

Schedule

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

G2. ENGAGE: Increase student engagement throughout all content areas.

G2.B1 Planning time, lack of training in high yield engagement strategies

G2.B1.S1 PD and common planning time

PD Opportunity 1

PD

Facilitator

McHugh- Clark

Participants

All teachers

Schedule

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

G3. EMPOWER: Increase Professional Development through PDs

G3.B1 Core textbooks not aligned with District Curriculum Maps and state standards

G3.B1.S1 One hour PD per week, virtual and email meetings

PD Opportunity 1

Team leaders will initiate discussion through emails or data-based needs.

Facilitator

McHugh-Clark

Participants

All teachers

Schedule

On 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**	**PD**	**$0.00**
2	**G2.B1.S1.A1**	**PD**	**$0.00**
3	**G3.B1.S1.A1**	**Team leaders will initiate discussion through emails or data-based needs.**	**$0.00**
		Total:	**$0.00**