

Clay County Schools

W E Cherry Elementary School



2016-17 Schoolwide Improvement Plan

W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

<http://wec.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 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 53% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | B* | 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 W E Cherry 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 individual responsibility.

b. Provide the school's vision statement.

The School District of Clay County 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.

As a school, we host parent involvement nights where parents are given a survey to complete at the end of the night's events. Teachers engage in parent conferences for each of their students in an effort to build strong rapport and a level of trust. Current curriculum involves turn-and-talk components for students to share which promotes social emotional learning. Classroom libraries are built on student interest surveys. At the beginning of the year, teachers plan get-to-know-you activities in the classroom.

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

A detailed before and after school duty schedule is set at the beginning of the school year, so adult supervision is present on campus. Students are never allowed to be on campus alone. Students must always have an adult or classmate with them during the school day.

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.

Posters with clear behavioral expectations can be found in all homerooms and throughout the school. The posters have three sections with details: Rules, Consequences and Rewards. Students stay engaged in the classroom through rigorous learning experiences. Some teachers are trained and facilitate the CHAMPS framework which focuses on expectations and academic and behavioral achievement.

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 Making Meaning curriculum contains social and emotional components. There is a Positive Behavioral Support System in place. School council focuses on improving the school in various ways.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

- *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 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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 | 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.

For Attendance:

Attendance contact

Doctor's Note required

For Grades:

Tutoring

Remediation

For Discipline:

Discipline contact

School service work

Detention

Saturday school

Testing:

Intensive Reading

Intensive Math

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?

Yes

1. PIP Link

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

2. Description

See Parent Involvement Plan

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 holds a parent volunteer meeting to introduce parents/community members to the school. Fliers are handed out and one on one meetings take place to involve the community and build partnerships.

A volunteer coordinator works with parents and community members. Parents are informed how to access the parent portal and school website. If needed, they may use school computers. WEC has partnered with various community churches, that have supported teachers and students with supplies. Mentors from a local church pull students on a weekly basis to counsel and encourage.

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 |
|----------------------|---------------------|
| Whiddon, Angie | Principal |
| Lee, Kristie | Teacher, K-12 |
| Cebulskie, Elizabeth | Teacher, K-12 |
| Cummings, Katheryn | Teacher, K-12 |
| Gillander, Brenda | Teacher, K-12 |
| Eason, Jarrod | Assistant Principal |
| Johnson, Whitney | Instructional Coach |

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 I-Ready

diagnostics, K-6 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal.

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.

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 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.

Enrichment/after school tutoring provided by Title I

Substitute money provided by State and local funds for common planning and professional development

Title I teachers and Assistants for small groups in the classrooms

Parent Involvement Nights to inform Parents about Curriculum and Reading

SIPPS program purchased through Title 1 to assist K-2 with phonics

Comprehension Toolkit purchased for grades 3-6 for reading intervention

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Whitney Johnson | Teacher |
| Kristie Lee | Teacher |
| Jarrold Eason | Principal |
| Shirley Wright | Business/Community |
| April Pearson | Education Support Employee |
| Sara Corr | Parent |
| Jerilyn Eason | Parent |
| Michelle Gauthier | Parent |
| Cheri Nance | Parent |
| Robert Jerry Poole | Parent |
| Desire Ramos | 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

Reviewed last years school improvement plan. Plan was implemented successfully.

b. Development of this school improvement plan

All SAC members are presented with a rough draft of the SIP. Co-chairs present the different portions of the plan and ask for approval. All teachers, parents, community members, etc. must approve the sections in order for us to make our SIP final. Questions and comments/changes are asked after explanation is given and if there are changes, a majority vote is taken to change the document.

Every year a climate survey is sent out to the WEC faculty, parents, and a select population of students to complete. Based upon the survey, the SAC committee meets to investigate the trends of achievements and/or improvements needing to be made to improve WEC's academics as well as climate and culture.

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

Administration presents the budget to the SAC Committee for review.

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

No school improvement funds were allocated 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 |
|----------------------|---------------------|
| Whiddon, Angie | Principal |
| | Teacher, K-12 |
| Lee, Kristie | Teacher, K-12 |
| Cebulskie, Elizabeth | Teacher, K-12 |
| Cummings, Katheryn | Teacher, K-12 |
| Gillander, Brenda | Teacher, K-12 |
| Eason, Jarrod | Assistant Principal |
| Johnson, Whitney | Instructional Coach |

b. Duties

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

The LLT will work to effectively integrate the MTSS process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. The LLT will plan a Literacy Week

including a Literacy Night for parents and students to attend. With the new Making Meaning curriculum, students are reading, writing and thinking everyday.

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 have one hour PLCs that are committed to learning new standards, creating new assessments, and discussing a variety of topics such as struggling students, successes in the classroom, and lesson ideas.

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

New teachers are paired with mentor teachers to explain procedures and help with instructional questions. Administration also uses the BEST program to pair mentor teachers with new teachers. Administration provides all available resources and support to new teachers. Administration attends yearly teacher recruitment fairs and maintains resumes of highly qualified teachers. Administration works to ensure that staff feels valued and supported in order to retain highly qualified staff.

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

Mentor teachers are provided when required. Teachers who are new to the district or are first year teachers are matched up with a peer teacher.

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 meet weekly in collaborative PLCs to discuss how they are utilizing and implementing Florida's standards with fidelity. PLC groups review the standards, curriculum maps, and the intentional framework to ensure maximum learning is occurring during the literacy blocks and math. This is a time for teachers to share materials, lessons, and ideas on Google Drive.

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 use an intentional teaching framework. IDR time is different for each student, allowing teachers to conference, and monitor progress of individual students. Teachers differentiate instruction to meet the needs of all students to help them attain the proficient or advanced level on state assessments.

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: 3,780

Fosters relationships within the school community, and translates into the strengthening of social-emotional skills while inadvertently boosting academic achievement.

Strategy Rationale

Utilize one-on-one activities, small group instruction, and enrichment activities to increase students overall academic abilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Whiddon, Angie, angela.whiddon@myoneclay.net

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

Data will be monitored weekly by extended day teachers using I-Ready
2016-2017 FSA Scores will determine effectiveness.
Teacher Observation

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.

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skill to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Students with low reading readiness are given supplemental intensive reading instruction using SRA, SIPPS, and/or other research based programs. The Florida Kindergarten Readiness Screener (FLKRS) and SIPPS diagnostic is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource

Room and materials provided by Title I funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

Our outgoing 6th grade students are acclimated to their new junior high school environment by information given to them by the junior high staff who visit our school and explain the course schedules, electives and extra-curricular activities available to them.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement in the area of Science by 3% within 3 years through the implementation of Science Fusion.
- G2.** Increase Language Arts achievement by 2% by implementing the iReady program.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student achievement in the area of Science by 3% within 3 years through the implementation of Science Fusion. 1a

 G086116

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 58.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher level of expertise

Resources Available to Help Reduce or Eliminate the Barriers 2

- The 120 Minute Literacy Block, Title I teachers for small groups, 30 minute Common Planning blocks K-6, FSA Tutoring, Parent Involvement nights, modeled implementation of Science Fusion

Plan to Monitor Progress Toward G1. 8

Quarterly grade sheets

Person Responsible

Angie Whiddon


Schedule

Quarterly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Quarterly grade sheets

G2. Increase Language Arts achievement by 2% by implementing the iReady program. 1a

 G086117

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 65.0 |

Targeted Barriers to Achieving the Goal 3

- Overall students are deficient school wide in the domain of Integration of Knowledge of Ideas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady, ELA PD, Comprehension Toolkit, Title I push in for small groups, tutoring after school

Plan to Monitor Progress Toward G2. 8

Formative assessments and both local and district student performance data will be utilized through monthly data meetings with each grade level

Person Responsible

Angie Whiddon

Schedule

Weekly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Formative assessment will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase student achievement in the area of Science by 3% within 3 years through the implementation of Science Fusion. **1**

 **G086116**

G1.B1 Teacher level of expertise **2**

 **B228785**

G1.B1.S1 Teachers will implement the Science Fusion program with fidelity. They will have access to a curriculum map, various professional development opportunities, and will be supported by a stem lab. **4**

 **S241244**

Strategy Rationale

When teachers have ample resources and support that are guided by the standards, students benefit.

Action Step 1 **5**

Teachers will observe modeled Science Fusion lessons within the school's stem lab. They will then work collaboratively to implement the program with fidelity.

Person Responsible

Jarrold Eason

Schedule

Monthly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Administration will provide feedback to teachers on the implementation of the framework components and the collaborative classroom principles based on their observations from Walkthroughs.

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

Formative assessments and both local and district student performance data will be utilized through monthly data meetings with each grade level

Person Responsible

Angie Whiddon

Schedule

Monthly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Classroom Walkthroughs on the framework and the principles of the collaborative classroom will be done, Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

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

FCAT 2.0 Science Assessment

Person Responsible

Angie Whiddon

Schedule

On 6/7/2017

Evidence of Completion

FCAT 2.0 Science

G2. Increase Language Arts achievement by 2% by implementing the iReady program. 1

G086117

G2.B1 Overall students are deficient school wide in the domain of Integration of Knowledge of Ideas. 2

B228786

G2.B1.S1 Through the use of iReady students will be diagnosed, monitored, and supported in their deficient areas. Teachers will then use this data to drive instruction. 4

S241245

Strategy Rationale

Data driven instruction spawns growth.

Action Step 1 5

Teachers will receive training on the use and implementation of the i-Ready program. They will be able to facilitate and extract data for instructional purposes when their training is complete.

Person Responsible

Angie Whiddon

Schedule

Daily, from 8/16/2016 to 6/7/2017

Evidence of Completion

iReady Diagnostic assessments and ELA FSA

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

Running Records, Administrative Walkthroughs, logs for each PLC

Person Responsible

Angie Whiddon

Schedule

Weekly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Sign in sheets and agenda will be collected after PLC to serve as documentation. Administration will provide feedback from Walkthroughs.

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

Classroom Walkthroughs, Formative assessment data analyzed at PLCs

Person Responsible

Angie Whiddon

Schedule

Weekly, from 8/16/2016 to 6/7/2017

Evidence of Completion

Classroom Walkthroughs on the framework and the principles of the collaborative classroom will be done. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

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 M321438 | Quarterly grade sheets | Whiddon, Angie | 8/16/2016 | Quarterly grade sheets | 6/7/2017 quarterly |
| G2.MA1 M321441 | Formative assessments and both local and district student performance data will be utilized through... | Whiddon, Angie | 8/16/2016 | Formative assessment will be developed and implemented by PLCs, student work from the formative assessments will be looked at in PLCs, and both district and school level benchmark data will be analyzed in PLCs. | 6/7/2017 weekly |
| G1.B1.S1.MA1 M321436 | FCAT 2.0 Science Assessment | Whiddon, Angie | 6/7/2017 | FCAT 2.0 Science | 6/7/2017 one-time |
| G1.B1.S1.MA1 M321437 | Formative assessments and both local and district student performance data will be utilized through... | Whiddon, Angie | 8/16/2016 | Classroom Walkthroughs on the framework and the principles of the collaborative classroom will be done, Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. | 6/7/2017 monthly |
| G1.B1.S1.A1 A312228 | Teachers will observe modeled Science Fusion lessons within the school's stem lab. They will then... | Eason, Jarrod | 8/16/2016 | Administration will provide feedback to teachers on the implementation of the framework components and the collaborative classroom principles based on their observations from Walkthroughs. | 6/7/2017 monthly |
| G2.B1.S1.MA1 M321439 | Classroom Walkthroughs, Formative assessment data analyzed at PLCs | Whiddon, Angie | 8/16/2016 | Classroom Walkthroughs on the framework and the principles of the collaborative classroom will be done. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles. | 6/7/2017 weekly |
| G2.B1.S1.MA1 M321440 | Running Records, Administrative Walkthroughs, logs for each PLC | Whiddon, Angie | 8/16/2016 | Sign in sheets and agenda will be collected after PLC to serve as documentation. Administration will provide feedback from Walkthroughs. | 6/7/2017 weekly |
| G2.B1.S1.A1 A312229 | Teachers will receive training on the use and implementation of the i-Ready program. They will be... | Whiddon, Angie | 8/16/2016 | iReady Diagnostic assessments and ELA FSA | 6/7/2017 daily |

V. Professional Development Opportunities

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

G1. Increase student achievement in the area of Science by 3% within 3 years through the implementation of Science Fusion.

G1.B1 Teacher level of expertise

G1.B1.S1 Teachers will implement the Science Fusion program with fidelity. They will have access to a curriculum map, various professional development opportunities, and will be supported by a stem lab.

PD Opportunity 1

Teachers will observe modeled Science Fusion lessons within the school's stem lab. They will then work collaboratively to implement the program with fidelity.

Facilitator

Chisolm Elementary School (Daytona)

Participants

Ms. Brady, Mrs. Kinion, Ms. Kazmierczak, Ms. McCollum, Mr. Eason, Mr. Miller

Schedule

Monthly, from 8/16/2016 to 6/7/2017

G2. Increase Language Arts achievement by 2% by implementing the iReady program.

G2.B1 Overall students are deficient school wide in the domain of Integration of Knowledge of Ideas.

G2.B1.S1 Through the use of iReady students will be diagnosed, monitored, and supported in their deficient areas. Teachers will then use this data to drive instruction.

PD Opportunity 1

Teachers will receive training on the use and implementation of the i-Ready program. They will be able to facilitate and extract data for instructional purposes when their training is complete.

Facilitator

iReady Staff

Participants

Reading Teachers grades 2-6

Schedule

Daily, from 8/16/2016 to 6/7/2017

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 observe modeled Science Fusion lessons within the school's stem lab. They will then work collaboratively to implement the program with fidelity. | \$0.00 |
| 2 | G2.B1.S1.A1 | Teachers will receive training on the use and implementation of the i-Ready program. They will be able to facilitate and extract data for instructional purposes when their training is complete. | \$0.00 |
| Total: | | | \$0.00 |