Thunderbolt Elementary School

2016-17 Schoolwide Improvement Plan

Thunderbolt Elementary School

2020 THUNDERBOLT RD, Fleming Island, FL 32003

http://tbe.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	27%

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	A	A*	A	

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 Thunderbolt 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.

The mission statement of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

b. Provide the school's vision statement.

Thunderbolt Elementary prepares life-long learners to attain academic and applicable life skills that lead to success in a global and competitive workplace .

2. School Environment

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

The registration packet contains questions which provide background information on family and culture. Based on this information students are referred for ESOL screening. This process initiates communication between the school and home. Kindergarten teachers meet with incoming Kindergarten students and parents individually to conduct screenings prior to the school year to initiate home/school relations. An orientation is held where students and parents meet the teacher and visit the classroom prior to the first day of school. Teachers utilize parent/student survey to gain more insight about students individual needs. Parent information nights are held for all grade levels.

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

Students attend Flight Plan Fridays during which behavioral expectations are reviewed and discussed. Administrative and guidance staff are introduced and roles are explained. Student handbook and district code of conduct are used to guide student behavior. Campus safety is maintained by staff being assigned supervision duty in specific locations throughout the building and school grounds before, during, and after school. Character education is taught through the six pillars of character education. Students exhibiting good character are recognized as "Awesome Aviators".

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.

Teachers in the primary grades utilize a behavior "clip" system in which students all start on "ready to learn". Students are recognized for making good choices. Communication about their behavior is provided daily to parents.
CHAMPS is utilized in some intermediate classrooms.
Grades five and six maintain a behavior card for each student. Incentives are given for meeting behavior expectations.
WITS provides student strategies for resolving conflicts.
Kagan/ engagement structures are utilized in the classrooms.

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.

Thunderbolt Elementary meets the social-emotional needs of students by utilizing the following.
We have Flight Plan Fridays (grade level assemblies) on the first 7 Fridays of the year which include presentations/discussions on: character education, student handbook, behavior expectations, introduce admin. and guidance staff, provide strategies to deal with bullying and conflict resolution (WITS) and go over school guidelines for success SOAR. The SOAR acronym stands for S- Start with a positive attitude, O- Optimize learning, A- Act Responsibly, R-Respect self and others

The faculty/staff of TBE attended suicide awareness training.
The Foundations committee meets regularly.
We have an additional guidance counselor for military families.
Social skills are also embedded in Making Meaning and Being a Writer.
Teachers utilize Second Step.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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	3	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	3	0	0	0	0	0	0	3
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	3	0	0	0	0	0	0	3

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 meetings
Attendance Contract

Doctor's Note
Social Worker Referral

For Grades:
Tutoring
Remediation

For Discipline:
Behavior Contract
School Service Work
Detention

For 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?

No

1. PIP Link

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

2. Description

Thunderbolt Elementary provides: an Orientation day for parents and students to meet their teacher, Parent Information Night, Dads Bring Your Kids to School breakfast, a family STEM night, a volunteer program, an active Parent Faculty Association, school spirit nights, Tuesday folders, an updated school website, a Facebook page, and awards programs.
Parents are provided with daily communication through daily folders and planners. Parents have access to FOCUS to view their child's progress.

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 Volunteer Orientation breakfast is held annually. An assistant principal serves as a coordinator for Partners in Education. Annually agreements are drawn up with local businesses. School participates in the Coupons for Education Clay Education Foundation fundraiser. School Spirit Nights are held at various local businesses.

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
Phillips, Deedee	Principal
Dixon, Wilnitra	Assistant Principal
Stewart, Trisha	Other
Bell, Shelley	Other
Hunkele, Dawn	Other
Libretto, Lara	Assistant Principal

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 3-12 Performance Matters benchmark assessments, and formal state assessments. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-6 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction , Tier 2 and Tier 3 student needs will be analyzed within these meetings. The K-2 reading assistant provides small group support to at risk students. VE/ESE students are scheduled in inclusion classrooms based on IEP goals. Grades 3-6 have one inclusion teacher assigned per grade level. Leveled curriculum is utilized in grade 6 math. State funds are used to support before and after school tutoring. All teachers participate in weekly PLC sessions supervised by an administrator.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cathie Lesher	Teacher
Lori Fedorowich	Teacher
DeeDee Phillips	Principal
Cindy Wright	Education Support Employee
Mona Gardella	Business/Community
Carmen Darfler	Parent
Alea Ali	Parent
Amanda Janda	Parent
Rosemarie Miles	Parent
Molly McNerney	Business/Community

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

We reviewed our 2015-16 SIP plan at the May SAC meeting. We had a discussion about the goals and all members had an opportunity for input for the upcoming year.

b. Development of this school improvement plan

The SAC is informed of school data and areas of need. The SAC is invited to attend and participate in Action Plan writing days to hear academic committee reports and assist with the creation of the school's Action Plans. The school improvement plan is reviewed by the SAC prior to it being submitted.

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

There is not budget provided for SAC for the 2016-17 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
Cihlar, Denise	Teacher, K-12
Bryan, Janice	Teacher, K-12
Dryden, Kathy	Instructional Media
Johnston, Tracy	Teacher, K-12
Lesher, Cathie	Teacher, K-12
Palmer, Cathy	Teacher, K-12
Reid, Martha	Teacher, K-12
Rogers, Patricia	Teacher, K-12
Vidak, Heidi	Teacher, K-12
Sowinski, Sue	Teacher, K-12
Umberger, Beth	Teacher, K-12
Stone, Desiree	Teacher, K-12
Palmore, Angela	Teacher, ESE
Cloud, Kristi	Teacher, K-12
Hunt, Jerre	Teacher, ESE

b. Duties

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

The major initiative of the LLT will be developing, organizing, and implementing the Team Up With Literacy for the year. The LLT will also coordinate school participation in the Florida Reading Celebration in January 2016.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers will meet weekly in their PLC'S to develop lessons and support one another. Teachers will work to create lessons that follow the framework for intentional instruction. Teachers collaborate with each other on how to help their Tier 2 and Tier 3 students be more successful in the classroom.

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

The principal participates in mock interview activities for teacher candidates from the University of North Florida. The Clay School District also assists with recruitment by sending teams to recruitment fairs through out the eastern US annually. New to Thunderbolt Elementary teachers are monitored by veteran teachers within the school.

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

New to Thunderbolt teachers are paired with an experienced teacher on their grade level or within their department. This pairing allows for sharing of common information and addressing of common needs. In addition to a teacher mentor, new teachers meet quarterly with an experienced teacher familiar with

school wide procedures and policies to review and explain upcoming school events. first year teachers are supported by the Teacher Induction Program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers:
Follow district curriculum maps and guides
Utilize district adopted materials Being a Writer and Making Meaning
Utilize district adopted math materials such as GO Math and Carnegie Math
use CPalms as a resource
plan instruction to make sure standards are being met (PLC logs)

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.

Grade level universal screeners in math and reading are used to identify individual student needs and guide instruction. Interventions are designed for Tier 2 and Tier 3 students. Data from continual informal and formative assessments determines the content and design of small group instruction. Students are reading books on their just right level during Individualized Daily Reading time in every classroom.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,000

Academic tutoring in math and reading

Strategy Rationale

Provide support for at risk students in the area of math and reading in all grade levels

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Phillips, Deedee, dorothy.phillips@myoneclay.net

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

Data from Universal screeners and Tier 2 and Tier 3 intervention data

Strategy: After School Program

Minutes added to school year: 2,000

Academic tutoring in math and reading

Strategy Rationale

Provide support for at risk students in the area of math and reading in all grade levels

Strategy Purpose(s)

- Core Academic Instruction

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

Data from Universal screeners and Tier 2 and Tier 3 intervention data

Strategy: After School Program

Minutes added to school year: 1,500

math team for 4th, 5th, and 6th grade

Strategy Rationale

Increase knowledge in problem solving skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Baxley, Ruth Anne, rmbaxley@oneclay.net

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

math Field Day competition scores

Strategy: After School Program

Minutes added to school year: 2,160

Robotics Team

Strategy Rationale

Increase logistic and critical thinking skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rowe, Melanie, melanie.rowe@myoneclay.net

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

Competition scores

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 that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills 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, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period. At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include Performance Matters Assessments and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) 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 Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.
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 assessments and the FLKRS.

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. § 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"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.

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. The number of students in grades 4 -5 scoring proficient on the FSA in the reporting categories of Operations and Algebraic Thinking and Fractions will increase by 2 %.

G2. The number of students in grades 3 -6 scoring proficient on FSA ELA in the reporting category of Integration of Knowledge will increase by 2 %.

G3. The number of students in grades 4- 6 scoring proficient on the FSA ELA in the reporting category of Text-Based Writing will in crease by 2 %.

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. The number of students in grades 4 -5 scoring proficient on the FSA in the reporting categories of Operations and Algebraic Thinking and Fractions will increase by 2 %. 1a

🔍 G086123

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- teachers lack of knowledge of best practice of Florida Math Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- math books, personnel, professional development, manipulatives

Plan to Monitor Progress Toward G1. 8

Performance Matters Data

Person Responsible
Deedee Phillips

Schedule
Quarterly, from 8/30/2016 to 6/2/2017

Evidence of Completion
Performance Matters Data

G2. The number of students in grades 3 -6 scoring proficient on FSA ELA in the reporting category of Integration of Knowledge will increase by 2 %. `1a`

🔍 G086124

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal `3`

- lack of knowledge of engagement strategies and materials

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Development opportunities, Personnel, Making Meaning and Being a Writer materials; Accelerated Reader;

Plan to Monitor Progress Toward G2. `8`

Formative assessments, and both local and district student performance data;

Person Responsible

Deedee Phillips

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

assessment data

G3. The number of students in grades 4- 6 scoring proficient on the FSA ELA in the reporting category of Text-Based Writing will in crease by 2 %. 1a

🔍 G086125

Targets Supported 1b

Indicator	Annual Target
Writing Achievement District Assessment	45.0

Targeted Barriers to Achieving the Goal 3

- undetermined writing assessment expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Being Writer K-5, Science journals, Math journals, Reading Journals; 150 minute Literacy Block

Plan to Monitor Progress Toward G3. 8

evaluate students' writing

Person Responsible
Deedee Phillips

Schedule
Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion
data from writing

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. The number of students in grades 4 -5 scoring proficient on the FSA in the reporting categories of Operations and Algebraic Thinking and Fractions will increase by 2 %. `1`

🔑 G086123

G1.B1 teachers lack of knowledge of best practice of Florida Math Standards `2`

🔑 B228796

G1.B1.S1 Teachers will participate in PLCs `4`

🔑 S241255

Strategy Rationale

to support each other in developing lessons using the Framework of Intentional Teaching

Action Step 1 `5`

Teachers will participate in PLCs

Person Responsible

Lara Libretto

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

PLC logs; data from math assessments

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

classroom walk throughs

Person Responsible

Deedee Phillips

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

walk through feedback

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

math assessments

Person Responsible

Deedee Phillips

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

data from assessments

G2. The number of students in grades 3 -6 scoring proficient on FSA ELA in the reporting category of Integration of Knowledge will increase by 2 %. 1

🔍 G086124

G2.B1 lack of knowledge of engagement strategies and materials 2

🔍 B228797

G2.B1.S1 provide professional development in engagement structures 4

🔍 S241256

Strategy Rationale

By providing professional development teachers can develop proficiency in engagement structures

Action Step 1 5

Engagement structure/strategy workshops

Person Responsible

Deedee Phillips

Schedule

Monthly, from 8/7/2016 to 6/2/2017

Evidence of Completion

Sign in sheets

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

Walkthroughs looking for engagement strategies

Person Responsible

Deedee Phillips

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

walk through feedback

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

Formative assessments, and both local and district student performance data;

Person Responsible

Deedee Phillips

Schedule

Daily, from 8/30/2016 to 6/2/2017

Evidence of Completion

Formative assessments, and both local and district student performance data;

G3. The number of students in grades 4- 6 scoring proficient on the FSA ELA in the reporting category of Text-Based Writing will in crease by 2 %. `1`

🔑 G086125

G3.B1 undetermined writing assessment expectations `2`

🔑 B228798

G3.B1.S1 Teachers will access the FSA website to help plan writing lessons `4`

🔑 S241257

Strategy Rationale

To increase teacher awareness of test content and develop lessons

Action Step 1 `5`

Teacher will utilize the FSA website within their PLC's to help plan writing lessons

Person Responsible

Lara Libretto

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Writing lesson plans

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

Walk throughs

Person Responsible

Deedee Phillips

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Walk through feedback

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

writing assessments

Person Responsible

Deedee Phillips

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

data from assessments

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 🔑 M321463	Performance Matters Data	Phillips, Deedee	8/30/2016	Performance Matters Data	6/2/2017 quarterly
G2.MA1 🔑 M321466	Formative assessments, and both local and district student performance data;	Phillips, Deedee	8/30/2016	assessment data	6/2/2017 weekly
G3.MA1 🔑 M321469	evaluate students' writing	Phillips, Deedee	8/30/2016	data from writing	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M321461	math assessments	Phillips, Deedee	8/30/2016	data from assessments	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M321462	classroom walk throughs	Phillips, Deedee	8/30/2016	walk through feedback	6/2/2017 weekly
G1.B1.S1.A1 🔑 A312237	Teachers will participate in PLCs	Libretto, Lara	8/30/2016	PLC logs; data from math assessments	6/2/2017 weekly
G2.B1.S1.MA1 🔑 M321464	Formative assessments, and both local and district student performance data;	Phillips, Deedee	8/30/2016	Formative assessments, and both local and district student performance data;	6/2/2017 daily
G2.B1.S1.MA1 🔑 M321465	Walkthroughs looking for engagement strategies	Phillips, Deedee	8/30/2016	walk through feedback	6/2/2017 weekly
G2.B1.S1.A1 🔑 A312238	Engagement structure/strategy workshops	Phillips, Deedee	8/7/2016	Sign in sheets	6/2/2017 monthly
G3.B1.S1.MA1 🔑 M321467	writing assessments	Phillips, Deedee	8/30/2016	data from assessments	6/2/2017 monthly
G3.B1.S1.MA1 🔑 M321468	Walk throughs	Phillips, Deedee	8/30/2016	Walk through feedback	6/2/2017 monthly
G3.B1.S1.A1 🔑 A312239	Teacher will utilize the FSA website within their PLC's to help plan writing lessons	Libretto, Lara	8/30/2016	Writing lesson plans	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. The number of students in grades 4 -5 scoring proficient on the FSA in the reporting categories of Operations and Algebraic Thinking and Fractions will increase by 2 %.

G1.B1 teachers lack of knowledge of best practice of Florida Math Standards

G1.B1.S1 Teachers will participate in PLCs

PD Opportunity 1

Teachers will participate in PLCs

Facilitator

lead teachers

Participants

classroom teachers

Schedule

Weekly, from 8/30/2016 to 6/2/2017

G2. The number of students in grades 3 -6 scoring proficient on FSA ELA in the reporting category of Integration of Knowledge will increase by 2 %.

G2.B1 lack of knowledge of engagement strategies and materials

G2.B1.S1 provide professional development in engagement structures

PD Opportunity 1

Engagement structure/strategy workshops

Facilitator

Administration

Participants

all teachers

Schedule

Monthly, from 8/7/2016 to 6/2/2017

G3. The number of students in grades 4- 6 scoring proficient on the FSA ELA in the reporting category of Text-Based Writing will in crease by 2 %.

G3.B1 undetermined writing assessment expectations

G3.B1.S1 Teachers will access the FSA website to help plan writing lessons

PD Opportunity 1

Teacher will utilize the FSA website within their PLC's to help plan writing lessons

Facilitator

lead teachers

Participants

classroom Teachers

Schedule

Monthly, from 8/30/2016 to 6/2/2017

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 participate in PLCs	$0.00
2	G2.B1.S1.A1	Engagement structure/strategy workshops	$0.00
3	G3.B1.S1.A1	Teacher will utilize the FSA website within their PLC's to help plan writing lessons	$0.00
		Total:	$0.00