Clay County Schools

Clay Hill Elementary School

2016-17 Schoolwide Improvement Plan

Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

http://che.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	6%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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,](https://www.floridacims.org) 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:](https://www.floridacims.org)

- 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 Clay Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](https://www.floridacims.org)	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 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.

b. Provide the school's vision statement.

Clay Hill Elementary School exists to prepare lifelong learners for personal success in a global and technologically advanced society.

2. School Environment

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

Clay Hill Elementary learns about student cultures through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups. They have the opportunity to discuss ideas which helps them to foster a community of respect among peers. Teachers are also involved in conferences scheduled throughout the school year. Clay Hill likes to get to know parents/guardians through our annual Fall Festival, Orientation, Open House and various other parent involvement activities throughout the year.

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

Safety is of the utmost importance to the faculty and staff of Clay Hill Elementary. Teachers and parents work with the guidance counselor to create positive behavior plans as necessary. The teachers/staff are on duty in hallways, common areas/walkways and the bus loop both before and after school. Clay Hill Elementary helps create a safe environment through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups.

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.

Clay Hill Elementary incorporates the use of "Show Your Pride" throughout the campus on a daily basis. Monthly PRIDE traits are embedded in the school day to encourage/support positive behavioral choices. The PRIDE traits are recognized weekly and monthly school-wide. The teachers establish procedures in their classrooms so that students know what is expected of them and behavior management plans are developed as needed. The school handbook is incorporated into each student's agenda and reviewed the first two weeks of school in every classroom.

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.

Clay Hill Elementary fosters a positive atmosphere to meet the social and emotional needs of students through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups. They have the opportunity to discuss ideas which helps them to foster a community of respect among peers. Teachers can work with the counselor and school psychologist to develop Tier 2 or Tier 3 behavior plans as necessary. The guidance counselor also works with students to help give guidance or mentor students with social-emotional needs. Character education is also provided through the monthly PRIDE traits focused on school-wide.

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:
a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. One or more suspensions, whether in or out of school.
c. Course failure in English Language Arts or Mathematics.
d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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	5	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	14	0	0	0	0	0	0	14

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	7	0	0	0	0	0	7

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

Attendance:
-Attendance Contract
-Doctor's Note

-Social Worker Referral
Grades:
-Tutoring
-Remediation
-Compass
Discipline
-Behavior Contract
-School Service Work
-Detention
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. § 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. § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/312034.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Clay Hill Elementary seeks to involve the family and community of Clay Hill through our Orientation, Open House, Fall Festival, PFA, and various parent involvement activities planned throughout the year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Reed, Adele	Principal
Bowlin, Yvonne	Teacher, K-12
Groover, Suzanne	Teacher, K-12
Pike, Paula	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Watson, Cindy	Teacher, K-12
Taylor, Mary	Assistant Principal
Holton, Lynette	Teacher, K-12
Brown, Jenna	Teacher, K-12
Tichinel, Brandy	Teacher, K-12
Newlin, Rosa	Instructional Coach
Stevens, Candice	Teacher, K-12

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessment or alternative, 3-12 Performance Matters benchmark assessments, and formal assessments such as the FSA or SAT-10. The Principal is the leader of the meeting. The assistant principal will attend the meetings in a support role for the Principal. The reading/intervention coach serves to suggest effective interventions for the Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liason 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 take benchmark assessments throughout the school year. Grade level data meetings will be held after each assessment as well as monthly SBLT meetings to review student data and analyze quality of Tier 1 instruction. A math and reading instructional coach are in place and assist with the focus on Tier 1 instruction in all K-6 content areas. Administrators meet with teachers during professional learning communities and quarterly data meetings to review student data. At these meetings, administrators, instructional coaches, ESE teachers, the Intervention Team Facilitator, and classroom teachers look at specific student data and will initiate MTSS plans for those students who are struggling to meet grade level/course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rosa Newlin	Teacher
Deann Dupont	Education Support Employee
Laura Burns	Business/Community
Adele Reed	Principal
Trisha McLaughlin	Parent
Luke Edwards	Parent
Philip Lloyd	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

Copies of the School Improvement Plan are provided at each meeting for review and suggestions, comments, and questions are solicited from those in attendance at the meetings.

b. Development of this school improvement plan

SAC is given the opportunity to review and submit suggestions to the plan at the beginning of each school year. At the end of the school year, members are asked for further recommendations for the upcoming school year.

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

There is no budget provided for SAC for the 2016-2017 school year.

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

There is no budgeted SAC money.

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
Newlin, Rosa	Instructional Coach
Bowlin, Yvonne	Teacher, K-12
Pike, Paula	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Groover, Suzanne	Teacher, K-12
Watson, Cindy	Teacher, K-12
Taylor, Mary	Assistant Principal
Reed, Adele	Principal
Brown, Jenna	Teacher, K-12
Stevens, Candice	Teacher, K-12
Tichinel, Brandy	Teacher, K-12

b. Duties

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

The LLT will discuss and make suggestions for each grade level regarding:
-Independent libraries
-Use of IDR time
-Destiny for eBooks
-SIPPS
-Enrichment/remediation groups to reinforce struggling students
-PLC's
-Student talk vs. teacher talk
-Making Meaning/Being a Writer
-Having students set learning goals and self-monitor progress
-iReady

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.

Clay Hill Elementary has committed to an hour of common planning time once a week in grade-level groups. Meetings will include planning, implementation plan, and reflections. The teams work together at the beginning of the year to develop a community in their groups. Then they will focus on planning instruction for the students based on student needs answering the questions: what do we want students to know, how will we know if they learned it, what will we do if they didn't. Teachers will collaboratively problem solve and plan instruction based upon the guiding questions and specific student data.

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

Through the use of PLC's, lesson studies, professional development, data meetings, and grade level meetings Clay Hill will work to retain highly qualified teachers. As Clay Hill Elementary is a Title 1 school, it is required that all teachers are highly qualified. Additionally, we work to partner with local colleges and universities providing opportunities for interns, network through the county recruiting fair, and participating in the mock interviews with UNF.

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

In-coming teachers are paired with highly-qualified teachers, who show an interest in being teacher-leaders, to be mentored. The pairings are based on similar grade-level bands (primary and intermediates). The teachers meet often to help facilitate the transition to the school and to better acclimate them to the school's culture and instructional performance. There are also school-based instructional coaches in place to assist with planning, model lessons, and provide resources and support to teachers. Also Clay County provides additional supports through the BEST program and the TIP Plus 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.

In PLC's and independently, teachers review the standards and align curriculum to these standards. County Curriculum Maps are used as well as the framework for intentional teaching which allows teachers to adjust to shifts in standards. During our daily schedule, students have literacy block of 150 minutes, 90 minutes which are uninterrupted. There are also links from the Curriculum Maps directly to CPLAMS for further information. Instructional coaches work with teachers to ensure pacing within the standards and student proficiency in mastery of the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Professional learning communities are formed based upon disaggreggated student data. The PLC's create target plans to focus on specific student need and monitor progress throughout the year. Data meetings are held quarterly after benchmark assessments to discuss student data and create enrichment/remediation plans for instruction based on individual student need and determine if Tier 2 or Tier 3 services are needed. Grade level teams meet continuously to discuss student progress and assess effective groupings for remediation and enrichment which occurs on a daily basis in all K-6 classes. (Instructional time is set aside daily to provide differentiated instruction based upon student data and progress towards mastery of standards.) Classroom teachers also work with students to set learning goals, within specific content areas, based on their individual needs as they monitor progress and re-set goals.

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: 24,480

This is a program funded through the 21st Century Community Learning Center. It is a state-funded program, under No Child Left Behind, designed to provide extended learning and enrichment opportunities to students and parents.

Strategy Rationale

The students need extra time outside of the classroom to practice skills they may not have learned during the school day. In addition, students are offered enrichment opportunities to broaden thinking.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Reed, Adele, adele.reed@myoneclay.net

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

The teachers will collect reading and writing data to determine if the students are making progress through after school tutoring.

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. § 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.

Incoming:
At the end of each school year and during the summer, Clay Hill Elementary holds pre-kindergarten enrollment. During pre-planning, Clay Hill Elementary has each incoming kindergartener go through an early literacy screening. Attendance is staggered for the first two days so only half of the kindergartners are in attendance.

Outgoing:
About mid-year of 6th grade, Clay Hill Elementary sends all 6th graders to the junior high for a field trip allowing them to become familiar with campus and learn more about elective opportunities for the upcoming year. All 6th graders are offered a "Step-Up" program over the summer where they can spend a day at the junior high learning more about where things are located, how to work lockers, and study habits.

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.

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.   Increase students' reading proficiency 3% on FSA school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area over the next two years.

G2.   Increase student proficiency school wide 3% in the mathematical area of number sense and basic operations on FSA Math and Stanford 10 utilizing iReady and classroom assistants by the end of the 2016-2017 school year.

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 students' reading proficiency 3% on FSA school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area over the next two years. 1a

🔍 G086136

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Student proficiency in the area of reading is currently below 60%.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Making Meaning

- Allotted time within the ELA Block

- iReady.

- PLC's discussing reading strategies and the integration of knowledge and ideas within various content areas.

- Item specs and essential standards with instructional strategies to reinforce skills.

- Continuous student data to gear instruction providing interventions and enrichment.

- Accelerated Reader goals and achievement recognition to encourage and track student progress.

- Title One Reading Coach on campus to model instruction and co-plan with teachers.

- SIPPS integrated into the K-2 curriculum and utilized in other grade levels for remediation of foundational skills to improve reading proficiency.

Plan to Monitor Progress Toward G1. 8

Formative assessment and both local and district student performance data

Person Responsible
Adele Reed

Schedule
Biweekly, from 9/16/2016 to 5/11/2017

Evidence of Completion
Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs and data meetings. Both district and school level benchmark data will be analyzed in PLCs and data meetings.

G2. Increase student proficiency school wide 3% in the mathematical area of number sense and basic operations on FSA Math and Stanford 10 utilizing iReady and classroom assistants by the end of the 2016-2017 school year. 1a

🔑 G086137

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Increasing class sizes in relation to staff available for small group interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math iReady Title 1 Math Coach Title 1 Assistants Daily time built into schedules for interventions and enrichment

Plan to Monitor Progress Toward G2. 8

Formative assessment and both local and district student performance data

Person Responsible
Adele Reed

Schedule
Quarterly, from 9/16/2016 to 5/11/2017

Evidence of Completion
Both district and school level benchmark data will show progress toward student proficiency

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 students' reading proficiency 3% on FSA school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area over the next two years. `1`

🔍 G086136

G1.B1 Student proficiency in the area of reading is currently below 60%. `2`

🔍 B228814

G1.B1.S1 Formative assessment along with local and district student performance data will be analyzed and used to target reading instruction. `4`

🔍 S241272

Strategy Rationale

Tracking and disaggregating student data to determine specific areas of need will allow teachers to target instruction to ensure mastery of skills and increase reading proficiency.

Action Step 1 `5`

Data meetings will focus on student performance towards proficiency of reading standards and instructional strategies and resources will be formulated to ensure students master foundational skills in reading.

Person Responsible

Adele Reed

Schedule

Quarterly, from 9/26/2016 to 5/12/2017

Evidence of Completion

Data from local and district assessments will be tracked and monitored along with lesson plans differentiating instruction for necessary instructional shifts observed in walk throughs.

Action Step 2 `5`

Weekly professional development through Professional Learning Communities, training in iReady, SIPPS, Collaborative Classroom as well as observations of model classroom implementation.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/16/2016 to 5/11/2017

Evidence of Completion

Walk through and observation data, sign in sheets, and PLC logs.

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

Data reviewed on a regular basis, lesson plans discussed, and classroom walk throughs

Person Responsible

Adele Reed

Schedule

Biweekly, from 10/7/2016 to 5/12/2017

Evidence of Completion

School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits.

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

PLC logs, lesson plans, and data meeting minutes.

Person Responsible

Adele Reed

Schedule

Every 3 Weeks, from 10/7/2016 to 5/19/2017

Evidence of Completion

School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits.

G2. Increase student proficiency school wide 3% in the mathematical area of number sense and basic operations on FSA Math and Stanford 10 utilizing iReady and classroom assistants by the end of the 2016-2017 school year. 1

🔑 G086137

G2.B1 Increasing class sizes in relation to staff available for small group interventions. 2

🔑 B228815

G2.B1.S1 Title One math coach available to work with math teachers modeling lessons, planning lessons, breaking down standards, and assisting in classes. 4

🔑 S241273

Strategy Rationale

Math coach is focused solely on math instruction and student performance in math.

Action Step 1 5

Title 1 math coach works with math teachers to plan instruction based upon student data.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/16/2016 to 5/11/2017

Evidence of Completion

Planning, lesson plans, student data

Action Step 2 5

Weekly professional development through Professional Learning Communities, training in iReady, Intel, as well as observations of model classroom implementation.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/16/2016 to 5/11/2017

Evidence of Completion

PLC logs, sign-in sheets, iReady data, and walkthrough and observation data.

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

Weekly planning with math coach and data reports from assessments such as classroom assessments, PM, and iReady

Person Responsible

Adele Reed

Schedule

Biweekly, from 9/16/2016 to 5/11/2017

Evidence of Completion

School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits. Data reports of student progress, intervention records, lesson plans.

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

Classroom Walkthroughs, Formative Assessment data analyzed at quarterly data meetings

Person Responsible

Adele Reed

Schedule

Monthly, from 9/16/2016 to 5/11/2017

Evidence of Completion

Classroom Walkthroughs on the Framework and the math standards will be done biweekly. Feedback will be given to teachers on instruction and differentiation/interventions based upon student need along with visible improvement on student performance in math standards.

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 🔑 M321502	Formative assessment and both local and district student performance data	Reed, Adele	9/16/2016	Formative assessments will be developed and implemented by PLCs. Student work from the formative assessments will be looked at in PLCs and data meetings. Both district and school level benchmark data will be analyzed in PLCs and data meetings.	5/11/2017 biweekly
G2.MA1 🔑 M321505	Formative assessment and both local and district student performance data	Reed, Adele	9/16/2016	Both district and school level benchmark data will show progress toward student proficiency	5/11/2017 quarterly
G1.B1.S1.A2 🔑 A312252	Weekly professional development through Professional Learning Communities, training in iReady,...	Reed, Adele	9/16/2016	Walk through and observation data, sign in sheets, and PLC logs.	5/11/2017 weekly
G2.B1.S1.MA1 🔑 M321503	Classroom Walkthroughs, Formative Assessment data analyzed at quarterly data meetings	Reed, Adele	9/16/2016	Classroom Walkthroughs on the Framework and the math standards will be done biweekly. Feedback will be given to teachers on instruction and differentiation/interventions based upon student need along with visible improvement on student performance in math standards.	5/11/2017 monthly
G2.B1.S1.MA1 🔑 M321504	Weekly planning with math coach and data reports from assessments such as classroom assessments,...	Reed, Adele	9/16/2016	School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits. Data reports of student progress, intervention records, lesson plans.	5/11/2017 biweekly
G2.B1.S1.A1 🔑 A312253	Title 1 math coach works with math teachers to plan instruction based upon student data.	Reed, Adele	9/16/2016	Planning, lesson plans, student data	5/11/2017 weekly
G2.B1.S1.A2 🔑 A312254	Weekly professional development through Professional Learning Communities, training in iReady,...	Reed, Adele	9/16/2016	PLC logs, sign-in sheets, iReady data, and walkthrough and observation data.	5/11/2017 weekly
G1.B1.S1.MA1 🔑 M321501	Data reviewed on a regular basis, lesson plans discussed, and classroom walk throughs	Reed, Adele	10/7/2016	School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits.	5/12/2017 biweekly
G1.B1.S1.A1 🔑 A312251	Data meetings will focus on student performance towards proficiency of reading standards and...	Reed, Adele	9/26/2016	Data from local and district assessments will be tracked and monitored along with lesson plans differentiating instruction for necessary instructional shifts observed in walk throughs.	5/12/2017 quarterly
G1.B1.S1.MA1 🔑 M321500	PLC logs, lesson plans, and data meeting minutes.	Reed, Adele	10/7/2016	School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits.	5/19/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. Increase students' reading proficiency 3% on FSA school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area over the next two years.

G1.B1 Student proficiency in the area of reading is currently below 60%.

G1.B1.S1 Formative assessment along with local and district student performance data will be analyzed and used to target reading instruction.

PD Opportunity 1

Data meetings will focus on student performance towards proficiency of reading standards and instructional strategies and resources will be formulated to ensure students master foundational skills in reading.

Facilitator

Participants

Schedule

Quarterly, from 9/26/2016 to 5/12/2017

PD Opportunity 2

Weekly professional development through Professional Learning Communities, training in iReady, SIPPS, Collaborative Classroom as well as observations of model classroom implementation.

Facilitator

Adele Reed

Participants

All instructional staff

Schedule

Weekly, from 9/16/2016 to 5/11/2017

G2. Increase student proficiency school wide 3% in the mathematical area of number sense and basic operations on FSA Math and Stanford 10 utilizing iReady and classroom assistants by the end of the 2016-2017 school year.

G2.B1 Increasing class sizes in relation to staff available for small group interventions.

G2.B1.S1 Title One math coach available to work with math teachers modeling lessons, planning lessons, breaking down standards, and assisting in classes.

PD Opportunity 1

Title 1 math coach works with math teachers to plan instruction based upon student data.

Facilitator

Adele Reed

Participants

Math teachers

Schedule

Weekly, from 9/16/2016 to 5/11/2017

PD Opportunity 2

Weekly professional development through Professional Learning Communities, training in iReady, Intel, as well as observations of model classroom implementation.

Facilitator

Adele Reed

Participants

Math teachers

Schedule

Weekly, from 9/16/2016 to 5/11/2017

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	Data meetings will focus on student performance towards proficiency of reading standards and instructional strategies and resources will be formulated to ensure students master foundational skills in reading.	$0.00
2	G1.B1.S1.A2	Weekly professional development through Professional Learning Communities, training in iReady, SIPPS, Collaborative Classroom as well as observations of model classroom implementation.	$0.00
3	G2.B1.S1.A1	Title 1 math coach works with math teachers to plan instruction based upon student data.	$0.00
4	G2.B1.S1.A2	Weekly professional development through Professional Learning Communities, training in iReady, Intel, as well as observations of model classroom implementation.	$0.00
		Total:	$0.00