

Duval County Public Schools

Cedar Hills Elementary School



2016-17 Schoolwide Improvement Plan

Cedar Hills Elementary School

6534 ISH BRANT RD, Jacksonville, FL 32210

<http://www.duvalschools.org/cedarhills>

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 KG-5	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	76%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	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 was approved by the Duval County School Board on 11/1/2016.

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 Cedar Hills Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide educational excellence in every school for every students everyday.Cedar Hills Elementary is committed to provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or career and life.

2. School Environment

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

The Gallup Poll is a process by which the school learns about students' cultures and builds relationships between teachers and students.The Gallup Student Poll student surveys demographics regarding age, grade, and gender, students are asked questions about what they do, how they think, and how they feel about their home, school, and community life. The parents complete a poll that gives valuable information about the school environment, academic quality, parental involvement, and the home school connection. Teachers participate in the TNTP/Instructional Culture Insight. The project offers valuable insight to improve the quality of the school culture and administrative practices. The TNTP report has proven to be an excellent tool for identifying the present position of the school; as a school team strategies have been developed for reaching new goals as they are derived from the various surveys.

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

Child Safety Matters

Educational program to educate and empower elementary students, school personnel and adults with information and strategies to prevent bullying, cyber-bullying, digital abuse and all forms of child abuse.

Second Step

A violence prevention curriculum. This program's mission is to foster social and emotional development, safety and well being of children through education and advocacy. Teachers and counselor play a critical role in providing tools for children to be successful in school.

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.

At Cedar Hills Elementary we implement CHAMPS through out the school. From the first day of school students are given clear and concise expectations. All faculty and staff members have been

trained in using CHAMPS. During Early Release and Faculty Meetings, if any member of the staff is having a problem, time is allotted to discuss problems. As a team we problem solve together. Discipline data is reviewed with the faculty and staff monthly.

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.

Child Safety Matters

Educational program to educate and empower elementary students, school personnel and adults with information and strategies to prevent bullying, cyber-bullying, digital abuse and all forms of child abuse.

Second Step

A violence prevention curriculum. This program's mission is to foster social and emotional development, safety and well being of children through education and advocacy. Teachers and counselor play a critical role in providing tools for children to be successful in school.

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.

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	7	19	13	13	16	9	0	0	0	0	0	0	0	77	
One or more suspensions	1	1	1	1	0	3	0	0	0	0	0	0	0	7	
Course failure in ELA or Math	2	15	7	0	0	0	0	0	0	0	0	0	0	24	
Level 1 on statewide assessment	0	0	0	28	20	33	0	0	0	0	0	0	0	81	

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	1	2	3	13	16	9	0	0	0	0	0	0	0	44	

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

Tracking the Data

Principal and Assistant Principal will track the data using the Performance Matters Baseball Card to assist the students that have 1 or more early indicators early warning indicators.

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

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 will utilize a Volunteer Liaison to build and sustain partnerships with the local community. The Volunteer Liaison holds a part time position. The Volunteer Liaison will assist the school to ensure that all school activities will include the community and it's partners.

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
McKinney, Marva	Principal
Drinkwater, Pamela	Instructional Coach
Bylerley-Ray, Megan	Assistant Principal
Taylor, Vincent	Instructional Coach
Ord, Judith	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 principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.

The assistant principal assists the principal by monitoring the school based MTSS/RtI team and monitoring the implementation of intervention support and documentation.

The instructional coaches develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school

screening programs that provide early intervening services for children to be considered "at risk; "assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The school counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions, and conducts direct observation of student behavior.

The VE teacher participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The speech pathologist participates in collection, interpretation, and analysis of data; facilitates in development of intervention plans; provides support for intervention with fidelity and documentation; intervention planning; and program evaluation; facilitates data based decision making activities.

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.

The school-based RtI Leadership Team meets regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The RtI Team will focus their meetings around two essential questions:

1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?

The MTSS/RtI leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RtI to guide instruction and make mid-course adjustments as data are analyzed.

Title I, Part A

Services are provided to ensure students requiring additional remediation time built into every classroom teacher's instructional schedules for reading and math. Tier II and Tier III support are provided throughout the day by the teachers, school counselor and district support personnel.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district social worker will provide resources such as clothing, school supplies, and social serves

referrals for students identified as homeless to eliminate barriers for a fee and appropriate education. The parent liaison will help by coordinating Bright Holidays and other activities.

Violence Prevention Programs

In support of the Superintendent's goal to establish safe and secure schools, the district provides Foundations and CHAMPS training to our schools' Foundations team. All teachers are expected to participate in CHAMPS.

Nutrition Programs

The school participates in the Breakfast in the Classroom program, which provides a nutritious breakfast for all students free of charge.

Head Start

To transition other pre-k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Bonnilyn Packham	Education Support Employee
Karen McCormick	Education Support Employee
Amber Cardona	Parent
Mireille Lewis	Parent
Amanda Peak	Parent
Marva McKinney	Principal
Angela Gray	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

Cedar Hills Elementary uses The School Advisory Council (SAC) to represent the community—parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The review of the School Improvement was held on August 13th and 14th, It was recommended that Cedar Hills would implement more parental involvement activities. (see parental involvement plan)

b. Development of this school improvement plan

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.

Assist in the development of educational goals and objectives.

Analyze data from district and state assessments

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

SAC funds will be discussed by the members of the School Advisory Committee. The School Improvement Plan includes performance indicators which are measurable. Funding for use by the School Advisory Councils is allocated directly to the School Advisory Councils.

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

Book of the month 500.00
School supplies 1,500

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
McKinney, Marva	Principal
Bylerley-Ray, Megan	Assistant Principal
Drinkwater, Pamela	Instructional Coach
Woods, Courtney	
Avery, Rose	Teacher, K-12

b. Duties

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

For the 2016-2017 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective gradual release and Tier 1 Core Instructional Practices that match the rigor of Florida State Standards content expectations. To support the process, all teachers will attend and actively participate in grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

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.

There is a collaborative system in place to develop teachers through common planning, professional development and vertical learning communities to ensure we build working relationships around planning and instruction. The leadership team will participate in weekly walkthroughs and weekly common planning meetings to address and discuss the incorporation of the district's vision for excellent instruction. This team will work with teachers to implement the four pillars in their instruction.

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

1. Hiring process will include a review of the applicant's Information, contacting references, and team and/or individual Interviews of candidates.
2. Professional Development Facilitator (PDF) will provide monthly meetings and on-going support to service MINT participants and mentors.
3. School Instructional Coaches will provide on-going support via observations, professional trainings, modeling, and co-teaching.
4. Teachers will participate in weekly Professional Learning Communities with grade levels to plan instruction and analyze student work.
5. All teachers will participate in Early Release Wednesdays for Professional Development.

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

Teachers new to the profession, school and district will be paired with a mentor. The mentor and mentee will meet twice a month minimally to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee, as well as time for feedback, coaching, and planning. Additionally, new teachers are enrolled in the MINT 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.

The core instructional programs and materials are aligned to the Florida Standards through the use of the district's curriculum guides and recommended resources for instruction. (Duval Math and Duval Reads)

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.

Student work and progress will be monitored through i-Ready Reading, i-Ready Math and Achieve 3000. The i-Ready data will drive instruction and center activities in teacher-led groups, reading and math interventionist groups and center activities to ensure all students are working on skills specific to their needs. Student work will be analyzed through grade level meetings during common planning with administrators and coaches. Adjustments to groups and tasks will be made periodically in order to move student learning forward as it relates to their deficiencies.

Rtl will also serve Safety Net/Enrichment for all students. Rtl lesson plans will be required and monitored weekly during common planning to ensure the four Pillars of Excellence (EURO) are incorporated as they are during the regular instruction.

E- Students are Fully Engaged in the work of the lesson or task (especially centers)
U-Students are demonstrating their understanding via written work and discussion to show progress toward grade-level expectations and/or IEPs.

R-Students are working on appropriately rigorous content in reading, listening, writing, and speaking about worthwhile text and systematically mastering foundational skills
O-Students are taking ownership for their learning when they persist in hard work, respond to teacher prompts thoughtfully and build on each other's observations or insights when discussing text and foundational skills or when collaborating.

Students in I-Ready Profiles 1-4 will begin working on specific skills for Reading (Vocabulary, Phonics, Phonemic Awareness, Reading Comprehension, Fluency) and Math (Geometry, Measurement, Numbers and Operations, Base 10, Algebra and Algebraic Thinking).

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: 10,800

The Cathedral Arts Project is an after school art class. The class meets on Tuesdays and Thursdays from 3:00 p.m. until 5:00 p.m. The Cathedral Arts Project (CAP) mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under served, school-aged children to succeed in all areas of their lives. More information can be found on www.capkids.org.

Strategy Rationale

CAP mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McKinney, Marva, mckinneym3@duvalschools.org

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

Weekly attendance logs will be kept.

Strategy: Extended School Day

Minutes added to school year: 10,800

The extended school day will be used to target students areas of weakness to reteach and support so growth can be made.

Strategy Rationale

Additional time in the area of Reading

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKinney, Marva, mckinneym3@duvalschools.org

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

Student Success Binders

Strategy: Extended School Day

Minutes added to school year: 10,800

Rtl Hour of Reading

Strategy Rationale

Increase the amount of time students have to remediation/enrichment the skills that are weak

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKinney, Marva, mckinneym3@duvalschools.org

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

I-Ready and Achieve 3000

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.

Cedar Hills will hold an Orientation and an Open House night for parents of children preparing to enter elementary school. We plan to offer tours to families of Pre k students. During the summer, parents are welcome to visit and tour the school and meet the administration.

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.

Based on the attached data, Cedar Hills exhibits areas of need in the both Reading and Math. The recent conversion has increased the student population. Provisions are being made to meet the needs of all students. The Reading and Math Interventionist conduct additional small group instruction based on the current 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.

Cedar Hills is a neighborhood school, additional tutoring, after school programs and other helpful organizations that may be helpful are not consistently available for student use. Extended day programs could prove to be helpful to a students' academic success since Cedar Hills is a neighborhood school that is easily accessible to most students.

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.** Cedar Hills Elementary will create an environment of support for teachers and student learning through collaboration, student engagement, rigorous content, and ownership to increase student achievement and proficiency.

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. Cedar Hills Elementary will create an environment of support for teachers and student learning through collaboration, student engagement, rigorous content, and ownership to increase student achievement and proficiency. 1a

G086579

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
ELA Achievement District Assessment	69.0

Targeted Barriers to Achieving the Goal 3

- Students are not proficient with Florida State Standards.
- Student's lack of exposure to multiple grade-level text.
- Responding to Various FSA Response Mechanisms

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Reads
- FCRR Materials
- Achieve 3000
- I-Ready
- Barton
- Saxon Phonics and Spelling
- Florida State Standard Item Specifications
- FSA Practice Portal

Plan to Monitor Progress Toward G1. 8

Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, exit tickets, student work

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. Cedar Hills Elementary will create an environment of support for teachers and student learning through collaboration, student engagement, rigorous content, and ownership to increase student achievement and proficiency. **1**

 G086579

G1.B1 Students are not proficient with Florida State Standards. **2**

 B230077

G1.B1.S1 Students will be provided intentional and rigorous whole group instruction. **4**

 S242734

Strategy Rationale

To ensure that students understand and master grade level expectations.

Action Step 1 **5**

Common Planning

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 8/15/2016

Evidence of Completion

Common Planning agendas, formal and informal observation, lesson plans

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

Students will be provided intentional and rigorous whole group instruction.

Person Responsible

Megan Bylerley-Ray

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Informal and formal evaluation Student work

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

Students will be provided intentional and rigorous whole group instruction.

Person Responsible

Megan Bylerley-Ray


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Informal and formal evaluation

G1.B1.S2 The instructional coach and classroom teachers will develop small group plans to meet students needs to master the standards. 4

 S242735

Strategy Rationale

To ensure all students master grade level standards.

Action Step 1 5

The instructional coach and classroom teachers will develop small group plans to meet state standards.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group instruction plans, formal and informal observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The instructional coach and classroom teachers will develop small group plans to meet students needs to master the state standards.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans, formal and informal standards

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The instructional coach and classroom teachers will develop small group plans to meet students needs to master the state standards.

Person Responsible

Marva McKinney


Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans, formal and informal observations

G1.B1.S3 Students will be provided numerous opportunities to work with multiple text at grade level. 4

 S242736

Strategy Rationale

To ensure students master grade level standards.

Action Step 1 5

Students will be provided numerous opportunities to work with multiple text at grade level.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and student work.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Students will be provided numerous opportunities to work with multiple text at grade level

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans and student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Students will be provided numerous opportunities to work with multiple text at grade level.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, formal and informal observations, and student work

G1.B1.S4 Provide professional development on Florida State Standards, Item Specifications, higher order questioning, disaggregating the data, and differentiated instruction. 4

 S242737

Strategy Rationale

To meet students individual needs.

Action Step 1 5

Provide professional development on Florida State Standards, Item Specifications, higher order questioning, disaggregating the data, and differentiated instruction.

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common Planning Agendas, Professional Development Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Provide professional development on Florida State Standards, Item Specifications, higher order questioning, disaggregating the data, and differentiated instruction

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common Planning Agendas, Professional Development Agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Provide professional development on Florida State Standards, Item Specifications, higher order questioning, disaggregating the data, and differentiated instruction

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common Planning Agendas, Professional Development Agendas

G1.B2 Student's lack of exposure to multiple grade-level text. 2

 B230078

G1.B2.S1 Student's lack of exposure to multiple grade-level text. 4

 S242738

Strategy Rationale

To increase student comprehension of multiple grade-level text.

Action Step 1 5

Student's lack of exposure to multiple grade-level text.

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, formal and informal observations, student work

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student's lack of exposure to multiple grade-level text.

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student's lack of exposure to multiple grade-level text.

Person Responsible

Megan Bylerley-Ray

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, formal and informal observations

G1.B2.S2 Scaffold instruction on multiple grade-level text in small group instruction. 4

 S242739

Strategy Rationale

To meet students individual comprehension needs.

Action Step 1 5

Scaffold instruction on multiple grade-level text in small group instruction.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small Group Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Scaffold instruction on multiple grade-level text in small group instruction.

Person Responsible

Pamela Drinkwater

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plan review, common planning meeting discussions, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Scaffold instruction on multiple grade-level text in small group instruction

Person Responsible

Pamela Drinkwater

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plan review, classroom observations, PLC meeting agendas

G1.B3 Responding to Various FSA Response Mechanisms 2

 B230079

G1.B3.S1 Responding to various FSA Response Mechanisms 4

 S242740

Strategy Rationale

To ensure students understand the multiple types of responses and mechanisms for the standard assessments.

Action Step 1 5

Responding to Various FSA Response Mechanisms

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, exit tickets, student work, formal and informal observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Responding to Various FSA Response Mechanisms

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, exit tickets, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Responding to Various FSA Response Mechanisms

Person Responsible

Marva McKinney

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans, exit tickets, formal and informal observations

G1.B3.S2 Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal. 4

 S242741

Strategy Rationale

To familiarize students with the types of response mechanisms they will be expected to respond to on standardized assessments.

Action Step 1 5

Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, exit tickets, student work

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal.

Person Responsible

Marva McKinney

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, exit tickets, student work

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal.

Person Responsible

Marva McKinney





















Schedule

Weekly, from 8/15/2016 to 6/2/2017






Evidence of Completion

Lesson plans, exit tickets, student work

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.B1.S1.A1  A314127	Common Planning	McKinney, Marva	8/15/2016	Common Planning agendas, formal and informal observation, lesson plans	8/15/2016 weekly
G1.MA1  M324735	Students will be exposed to multiple types of response mechanisms question incorporated through the...	McKinney, Marva	8/15/2016	Lesson plans, exit tickets, student work	6/2/2017 weekly
G1.B1.S1.MA1  M324719	Students will be provided intentional and rigorous whole group instruction.	Bylerley-Ray, Megan	8/15/2016	Lesson plans, Informal and formal evaluation	6/2/2017 weekly
G1.B1.S1.MA1  M324720	Students will be provided intentional and rigorous whole group instruction.	Bylerley-Ray, Megan	8/15/2016	Informal and formal evaluation Student work	6/2/2017 biweekly
G1.B2.S1.MA1  M324727	Student's lack of exposure to multiple grade-level text.	Bylerley-Ray, Megan	8/15/2016	Lesson plans, formal and informal observations	6/2/2017 weekly
G1.B2.S1.MA1  M324728	Student's lack of exposure to multiple grade-level text.	Bylerley-Ray, Megan	8/15/2016	Lesson Plans, formal and informal observations	6/2/2017 weekly
G1.B2.S1.A1  A314131	Student's lack of exposure to multiple grade-level text.	Bylerley-Ray, Megan	8/15/2016	Teacher lesson plans, formal and informal observations, student work	6/2/2017 weekly
G1.B3.S1.MA1  M324731	Responding to Various FSA Response Mechanisms	McKinney, Marva	8/15/2016	lesson plans, exit tickets, formal and informal observations	6/2/2017 biweekly
G1.B3.S1.MA1  M324732	Responding to Various FSA Response Mechanisms	McKinney, Marva	8/15/2016	Lesson plans, exit tickets, formal and informal observations	6/2/2017 weekly
G1.B3.S1.A1  A314133	Responding to Various FSA Response Mechanisms	McKinney, Marva	8/15/2016	Teacher lesson plans, exit tickets, student work, formal and informal observations	6/2/2017 weekly
G1.B1.S2.MA1  M324721	The instructional coach and classroom teachers will develop small group plans to meet students...	McKinney, Marva	8/15/2016	Small group lesson plans, formal and informal observations	6/2/2017 biweekly
G1.B1.S2.MA1  M324722	The instructional coach and classroom teachers will develop small group plans to meet students...	McKinney, Marva	8/15/2016	Small group lesson plans, formal and informal standards	6/2/2017 weekly
G1.B1.S2.A1  A314128	The instructional coach and classroom teachers will develop small group plans to meet state...	McKinney, Marva	8/15/2016	Small group instruction plans, formal and informal observations	6/2/2017 weekly
G1.B2.S2.MA1  M324729	Scaffold instruction on multiple grade-level text in small group instruction	Drinkwater, Pamela	8/15/2016	Lesson Plan review, classroom observations, PLC meeting agendas	6/2/2017 weekly
G1.B2.S2.MA1  M324730	Scaffold instruction on multiple grade-level text in small group instruction.	Drinkwater, Pamela	8/15/2016	Lesson Plan review, common planning meeting discussions, classroom observations	6/2/2017 weekly
G1.B2.S2.A1  A314132	Scaffold instruction on multiple grade-level text in small group instruction.	McKinney, Marva	8/15/2016	Small Group Lesson Plans	6/2/2017 weekly
G1.B3.S2.MA1  M324733	Students will be exposed to multiple types of response mechanisms question incorporated through the...	McKinney, Marva	8/15/2016	Lesson plans, exit tickets, student work	6/2/2017 weekly
G1.B3.S2.MA1  M324734	Students will be exposed to multiple types of response mechanisms question incorporated through the...	McKinney, Marva	8/15/2016	Lesson plans, exit tickets, student work	6/2/2017 weekly
G1.B3.S2.A1  A314134	Students will be exposed to multiple types of response mechanisms question incorporated through the...	McKinney, Marva	8/15/2016	Lesson plans, exit tickets, student work	6/2/2017 weekly
G1.B1.S3.MA1  M324723	Students will be provided numerous opportunities to work with multiple text at grade level.	McKinney, Marva	8/15/2016	Teacher lesson plans, formal and informal observations, and student work	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M324724	Students will be provided numerous opportunities to work with multiple text at grade level	McKinney, Marva	8/15/2016	Teacher lesson plans and student work	6/2/2017 weekly
G1.B1.S3.A1  A314129	Students will be provided numerous opportunities to work with multiple text at grade level.	McKinney, Marva	8/15/2016	Teacher lesson plans and student work.	6/2/2017 weekly
G1.B1.S4.MA1  M324725	Provide professional development on Florida State Standards, Item Specifications, higher order...	Bylerley-Ray, Megan	8/15/2016	Common Planning Agendas, Professional Development Agendas	6/2/2017 weekly
G1.B1.S4.MA1  M324726	Provide professional development on Florida State Standards, Item Specifications, higher order...	Bylerley-Ray, Megan	8/15/2016	Common Planning Agendas, Professional Development Agendas	6/2/2017 weekly
G1.B1.S4.A1  A314130	Provide professional development on Florida State Standards, Item Specifications, higher order...	Bylerley-Ray, Megan	8/15/2016	Common Planning Agendas, Professional Development Agendas	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Cedar Hills Elementary will create an environment of support for teachers and student learning through collaboration, student engagement, rigorous content, and ownership to increase student achievement and proficiency.

G1.B1 Students are not proficient with Florida State Standards.

G1.B1.S1 Students will be provided intentional and rigorous whole group instruction.

PD Opportunity 1

Common Planning

Facilitator

Coaches and Admin

Participants

Schedule

Weekly, from 8/15/2016 to 8/15/2016

G1.B2 Student's lack of exposure to multiple grade-level text.

G1.B2.S2 Scaffold instruction on multiple grade-level text in small group instruction.

PD Opportunity 1

Scaffold instruction on multiple grade-level text in small group instruction.

Facilitator

Pamela Drinkwater, Reading Coach

Participants

All K-5 ELA Teachers

Schedule

Weekly, from 8/15/2016 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	Common Planning	\$0.00
2	G1.B1.S2.A1	The instructional coach and classroom teachers will develop small group plans to meet state standards.	\$0.00
3	G1.B1.S3.A1	Students will be provided numerous opportunities to work with multiple text at grade level.	\$0.00
4	G1.B1.S4.A1	Provide professional development on Florida State Standards, Item Specifications, higher order questioning, disaggregating the data, and differentiated instruction.	\$0.00
5	G1.B2.S1.A1	Student's lack of exposure to multiple grade-level text.	\$0.00
6	G1.B2.S2.A1	Scaffold instruction on multiple grade-level text in small group instruction.	\$0.00
7	G1.B3.S1.A1	Responding to Various FSA Response Mechanisms	\$0.00
8	G1.B3.S2.A1	Students will be exposed to multiple types of response mechanisms question incorporated through the core and FSA portal.	\$0.00
Total:			\$0.00