

Polk County Public Schools

R. Clem Churchwell Elementary School



2016-17 Schoolwide Improvement Plan

R. Clem Churchwell Elementary School

8201 PARK BYRD RD, Lakeland, FL 33810

<http://schools.polk-fl.net/churchwell>

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-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	D*	D	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 Polk County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for R. Clem Churchwell Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

At Churchwell Elementary School, we the students, parents, staff, and community will work as a team in a positive environment and experience success each day through meaningful activities using all available resources.

b. Provide the school's vision statement.

Churchwell Elementary, our school and community, envisions a curriculum delivered through effective teaching practices to prepare our students for the twenty-first century and its work force. Teachers here are committed to professional development. The curriculum will be integrated and will provide the students the opportunity to work with real world experiences which will enhance learning. Emphasis will be placed on concepts and applications of mathematics to help our students communicate mathematically, and apply mathematical skills to real life. We will assess kindergarten through fifth grade students through skill grouping. We will utilize our social skills instruction, peer mediation and conflict resolution to encourage the acceptance of self and others. Through the integration of technology into the curriculum, teacher and student will access information and apply it to their learning experience.

2. School Environment

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

There is a focus on building relationships and partnerships between the school and families. The school learns about the students' cultures by inviting families to family nights each nine weeks. During these family nights, students share individual data and standards based assessments/projects with their families. In addition, parents are continuously involved in ongoing parent conferences. Teachers use positive behavior plans to make positive daily connections with students.

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

Churchwell Elementary has established expectations and rules for all areas on campus through PBS. Each student has a school-wide PBS STAR card. Students have the opportunity earn STARS based on their positive choices through the school day. Churchwell Elementary has schedules in place and adults in charge of all areas on campus before, during, and after 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.

Churchwell Elementary has established expectations and rules for all areas on campus through PBS. Each student has a school-wide PBS STAR card. Students have the opportunity earn STARS based on their positive choices through the school day. Teachers teach the PBS expectations and rules consistently throughout the school year. The PBS tracking form is utilized by staff members to track behaviors and observations of students misbehaviors. Teachers determine what interventions and behavior plans should be put in place.

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.

Teachers implement PBS strategies throughout the school day to ensure all social-emotional needs are met. In addition, students social-emotional needs are met through the guidance department. Based on student need, students are provided counseling from the guidance counselor. Throughout the school year, the guidance counselor forms skill groups based on student needs. Based on student need, students are paired with a staff member for mentoring. Mentors check in with student before, during, and after 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.

The elementary school's early warning system provides the school with a list of students that meet the following criteria:

- absent 10% or more of the days enrolled
- over-age two or more years for the grade level
- total number of OSS/ISS days is greater than 3

In addition, we can use our data to determine the students that scored a level 1 on the statewide Reading and Math standardized assessments.

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	2	0	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	5	17	0	0	0	0	0	0	0	22

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

Intervention strategies:

- Implementation of the school-wide PBS (Positive Behavior Support) system
- Individualized behavior plans
- Character education lessons built into the student's schedules
- Acceleration and intervention small group instruction built into the master schedule
- Monthly MTSS meetings to discuss behavioral and academic goals and tier support for students

- Teachers discussing ongoing assessment data in PLCs weekly to form differentiated groups
- Ongoing differentiated instruction professional development for teachers

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316410>.

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.

The school builds and sustains partnerships with the local community through the SAC (School Advisory Committee). Partnerships are made to make decisions about securing and utilizing resources. The SAC committee makes decisions about funding and resources. The SAC committee analyzes school data to make decisions to place resources in the school to support student achievement. Various businesses throughout the community donate funds and resources to promote student learning.

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
Selph, Wallace	Principal
Kalch, Laura	School Counselor
Hardee, Taryn	Instructional Coach
McClellan, Kathy	Instructional Coach
Friedt, Maria	Instructional Coach
Stephens, Jamie	Teacher, K-12
Skiles, Carlene	Teacher, K-12
Mullens, Kelly	Teacher, K-12
Gilmore, Milton	Teacher, K-12
Alexander, Reyna	Teacher, K-12
Hall, Anna	Teacher, K-12
hine, molly	Teacher, K-12
Reynolds, Dove	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 leadership team and academic leadership team meets weekly to collaborate and make instructional decisions for the the school. The roles and responsibilities of the leadership team are to share and implement the vision of the school, discuss student data, implement a plan for professional development, problem solve ideas in the areas of facilities, instruction, and organization, discuss ways to involve families and communities, and implement coaching and instructional practices for all new teachers.

The instructional coaches plan with teachers, model lessons for teachers, and provide feedback for implementation of the standards.

Our Guidance Counselor works closely with our teachers to provide Tier 2 and Tier 3 intervention assistance for student with behavior problems that affect student achievement.

Our Media Specialist assists all teachers with the selection of media materials to support the new Florida Standards along with supporting students with research topics and projects.

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 leadership team identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes using the following data:

-Baseline Data: FAIR (3rd-5th), Florida Standards Assessment (FSA), Classroom Assessments, Lowest 25% data

-Progress Monitoring: FAIR, Reading Wonders Assessments, Go Math Assessments

-Mid-Year: FAIR, Classroom Assessments

-End of Year: FAIR, FSA, Classroom Assessments

-Frequency of Data Assessments: FAIR- 3 times a year; FSA-yearly; Classroom Assessments- End of chapter and end of unit tests

-Lowest 25%-Quarterly

-Tier 2 & 3 behavior interventions

The data is used to problem solve and allocate resources for the highest impact. ESE and ESOL students are clustered in order to maximize the time the ESE Inclusion teacher and the ESOL paraprofessionals spend with students.

We also use our instructional coaches to plan, model, and support teachers based on the needs identified from the data, observations, or individual request.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jacqueline Agard	Education Support Employee
Wallace Selph	Principal
James Clayton	Parent
Alia Stokes	Parent
Moraima Torres	Parent
Ashley Madwick	Parent
Katrina Knight	Parent
Kimberly Sears	Parent
Amber Bergen	Parent
Sanatana McIlkenny	Parent
Fiorella Woerdehoff	Parent
Brian Woerdehoff	Parent
Fatin Taha	Parent
Michael Davis	Business/Community
Joanie Poulos	Business/Community
Robbie Miller	Business/Community
Betty Fitzgerald	Business/Community
Susan Hunt	Business/Community
Tania Cabara	Education Support Employee
Laura Kalch	Education Support Employee
Debbie Ayala	Education Support Employee
Rhonda Young	Teacher
Angela Forbes	Teacher

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

Each year the principal presents the School Improvement Plan to the SAC. The school advisory council met quarterly to discuss the progress of the School Improvement Plan goals, data from

various assessments used in the school, and barriers. Each SAC member was encouraged to ask questions about the data and strategies implemented to improve student achievement. Then the plan is voted on for approval.

b. Development of this school improvement plan

SAC members were given an opportunity to offer input about the school improvement plan for the next year in the following ways:

- Assist in developing and reviewing school vision statement, goals, and objectives
- Analyze various data sources
- Vote on the expenditure of SAC Allocation Funds, School Recognition Funds, and Lottery Funds
- Review all funds reported in School Improvement Plan.
- Support and review school improvement implementation.

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

The SAC offers suggestions as to how they would like the see the available funds used. The priorities are in the areas of student learning and how it impacts the learning and instruction of students.

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

We did not use the school improvement funds last year because they were received so late in the year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Selph, Wallace	Principal
Kalch, Laura	School Counselor
Hardee, Taryn	Instructional Coach
McClellan, Kathy	Instructional Coach
Friedt, Maria	Teacher, K-12
Carleton, Elyshia	Teacher, K-12
Gilmore, Milton	Teacher, K-12

b. Duties

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

The School-Based Literacy Leadership Team meets weekly to examine data in the areas of FAIR and ongoing reading and math assessments. The team looks for trends in data and brainstorms interventions and discusses resources for teachers. They will focus on curriculum needs as we fully

implement the new Florida Standards. In addition, the instructional coaches and administration meet to ensure the coaching cycle is being implemented on campus with fidelity.

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.

The master schedule is designed so that teachers have common planning time. Teachers meet with grade level teams to collaboratively plan Language Arts, Math, Social Studies, and Science lessons. The master schedule is also designed so that teachers meet in PLCs to discuss ongoing assessment data based on the Florida Standards. Teachers discuss students needs based on data and create differentiated small group and center plans. In addition, teachers meet as needed in PLCs for professional development based on the needs of the staff and students.

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

The administrative team attends Recruitment and Hiring Fairs to collaborate with area colleges to interview candidates for teaching positions. In addition, Churchwell Elementary meets with new teachers on a weekly basis to discuss instructional strategies, curriculum, student engagement, and questions about daily classroom practices.

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

New teachers to Churchwell Elementary and teachers that are new to the profession are mentored throughout the year. Teachers are paired with experienced teachers on their grade level. This pairing helps the new teacher have a close resource to ask questions about school information, planning, curriculum, and instruction. All new teachers will have a new teacher orientation session with the school's instructional coaches. This orientation helps the new teachers adjust to the school environment, gather all their supplies and curriculum needs, and gather information about orientation and the first week of school. The new teachers will meet once a month to ask questions and share ideas. In addition, they will have weekly sessions with their mentor teacher to discuss progress, ask questions, and express concerns.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers use the district learning schedules and create lesson plans that are standards based. The core instructional programs and materials are district issued. Teachers use all programs and materials to match the Florida standards they are teaching. Grade levels collaboratively plan together and submit lesson plans for administration to review.

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.

Churchwell Elementary teachers use ongoing assessments to track student data in ELA and Math. Teachers graph student results and discuss their student performance on the common assessment with their grade level teams. From the analysis of this data, teachers then create differentiated groups and centers based on the level of mastery of the FL standards.

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: 5,400

An additional 30 minutes of instruction was added to the school day in 2014-2015 by adjusting the bell schedule. This has allowed for increased instructional time. A school-wide focus is on bell-to-bell instruction and making sure we are using all time wisely.

Strategy Rationale

The addition of the 30 minutes of instructional time will allow the teachers and students extra time the new more rigorous Florida Standards will need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Selph, Wallace, wallace.selph@polk-fl.net

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

We will use FAIR and district ongoing progress monitoring assessments in reading and math to determine the effectiveness of this strategy.

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.

Our PreK readiness rate is 100%. Students in PreK have the opportunity to visit a Kindergarten classroom prior to attending Kindergarten. The students meet the Kindergarten teachers and learn the daily transitions and routines of a kindergartner.

5th grade students at Churchwell Elementary are given the opportunity to meet guidance counselors and/or administration from the school they will be attending. They have the opportunity to attend a family night at their middle school and have the opportunity to register for classes prior to starting their 6th grade year.

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.

Churchwell provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day. This includes reading and writing follow-up activities that encourage the students to analyze and synthesize the information gained from these experiences.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Churchwell is sponsoring an initiative for career and technical education through the Type to Learn Program. This will be the catalyst for industry certifications in IC3 Spark and IC3 industry certification. Churchwell has also put together a steering committee for year long planning of a Makerspace that will launch in the 2017-2018 school year.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas.

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. Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas. 1a

G087453

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	66.0
FSA Mathematics Achievement	64.0
Math Gains	72.0
Math Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Curriculum: Knowledge in analyzing the Florida Standards; Learning the use of current rigorous resources and activities
- Planning: Planning expectations and preparing for collaborative planning
- Assessments and data: How to use formative assessments to drive planning and instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Resource Teachers
- Paras ESOL
- Computer labs
- Math/Reading Resources
- Technology-R.W. Intervention
- Common planning time and data chats
- Think Central, CPALMS, MFAS, Reading Wonders
- Media Center
- Regional and school instructional coaches
- Title One Funds
- Administration and instructional coaches implementing the coaching cycle
- Part-time Title I Para

Plan to Monitor Progress Toward G1. 8

Students will be monitored through district ongoing progress monitoring and K-5 will take common assessments in reading, writing, math and science.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Beginning, Mid-year and end of year district assessments and monthly ongoing assessments in reading, writing, math and science.

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

 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas. **1**

 G087453

G1.B1 Curriculum: Knowledge in analyzing the Florida Standards; Learning the use of current rigorous resources and activities **2**

 B232449

G1.B1.S1 Provide professional development to unpack standards and find rigorous resources in planning **4**

 S245347

Strategy Rationale

To strengthen the understanding of standards

Action Step 1 **5**

Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans. Teachers will collaboratively plan each week (one session for ELA and one session for Math/Science). Administration and school coaches will monitor and support the teachers by collaboratively planning with teachers. Teachers will be supported through the coaching cycle.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, ARROWS, presentations/handouts; lesson plans, student artifacts, classroom observations, meeting minutes

Action Step 2 5

Administrators will look for evidence of implementation of professional development during observations in the classrooms. They will also provide specific feedback when needed to improve the implementation of the new learning.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observation notes from each administrator.

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

Administration and school based coaches will monitor lesson planning. and attend planning sessions

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, meeting observations, minutes from the grade level planning, student artifacts

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

Teachers will use the Florida Standards, grade level content specifications and assessment limits when planning to ensure that they are meeting the full intent of the standard. Grade levels will collaboratively plan with assistance from the instructional coaches and administration.

Person Responsible

Wallace Selph

Schedule

On 5/26/2017

Evidence of Completion

Lesson plans, observations, student artifacts, meeting notes

G1.B1.S2 Utilizing district and school instructional coaches and Academic lead teachers 4

 S245348

Strategy Rationale

To provide uniform message; coaching and planning

Action Step 1 5

Utilizing school instructional coaches and administration: Coaches and administration will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, grade level meeting notes, observations, and student artifacts

Action Step 2 5

Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of planning and assessment

Person Responsible

Wallace Selph

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

When the teachers return they will use the knowledge of the standards as they plan and prepare lessons.

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

Administration will monitor the quality and rigor of lesson plans.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, focused classroom observations, student artifacts

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

Administration will monitor monthly student data in reading, writing, math, and science to ensure that students are becoming proficient in the Florida Standards.

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Each teacher's data binder, grade level data binder, observations, and student artifacts

G1.B2 Planning: Planning expectations and preparing for collaborative planning 2

 B232450

G1.B2.S1 Teachers will attend PLCs to learn the essential components of collaborative planning and the planning expectations 4

 S245349

Strategy Rationale

Teachers will be able to plan more effectively and better manage planning time

Action Step 1 5

Hold PLC to address expectations and group norms for planning; Administration will collaborate with teachers during planning and follow up with classroom walkthroughs to ensure implementation.

Person Responsible

Wallace Selph

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observations, student data and student artifacts, attending planning sessions, walkthrough monitoring schedule, administration and coaches cycles with teachers

Action Step 2 5

Administrators and coaches will monitor the weekly planning sessions

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administrator observations and notes.

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

Administration will monitor planning through effective instruction and assessment data

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walkthrough data, administration attending planning sessions

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

Administration will do walkthroughs of classrooms and attend collaborative planning

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Lesson plans, focused observations, and student artifacts

G1.B3 Assessments and data: How to use formative assessments to drive planning and instruction 2

 B232451

G1.B3.S1 Teachers will create and analyze the data from common formative assessments to drive their instruction 4

 S245350

Strategy Rationale

Teachers will create assessments based on the standards and analyze the data

Action Step 1 5

Teachers share data during planning sessions and create differentiated groups based on student data

Person Responsible

Wallace Selph

Schedule

On 5/26/2017

Evidence of Completion

teacher data spreadsheets for standards, small groups plans reflecting differentiation, student data folders,

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

Classroom coaching walkthroughs

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

coaching walkthrough sheets

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

Planning sessions with administration and coaches

Person Responsible

Wallace Selph

Schedule

On 6/3/2016

Evidence of Completion

lesson planning sessions, agenda/minutes

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

Academic Leadership Team Planning and Collaboration

Person Responsible

Wallace Selph

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaching sessions with administration, coaching walkthroughs, planning sessions with teachers

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.B2.S1.MA1 M330620	Administration will do walkthroughs of classrooms and attend collaborative planning	Selph, Wallace	8/24/2015	Lesson plans, focused observations, and student artifacts	6/3/2016 weekly
G1.B2.S1.MA1 M330621	Administration will monitor planning through effective instruction and assessment data	Selph, Wallace	8/24/2015	Walkthrough data, administration attending planning sessions	6/3/2016 weekly
G1.B3.S1.MA1 M330622	Academic Leadership Team Planning and Collaboration	Selph, Wallace	8/24/2015	Coaching sessions with administration, coaching walkthroughs, planning sessions with teachers	6/3/2016 weekly
G1.B3.S1.MA1 M330623	Classroom coaching walkthroughs	Selph, Wallace	8/24/2015	coaching walkthrough sheets	6/3/2016 weekly
G1.B3.S1.MA3 M330624	Planning sessions with administration and coaches	Selph, Wallace	8/24/2015	lesson planning sessions, agenda/ minutes	6/3/2016 one-time
G1.B1.S2.MA1 M330618	Administration will monitor monthly student data in reading, writing, math, and science to ensure...	Selph, Wallace	8/24/2015	Each teacher's data binder, grade level data binder, observations, and student artifacts	6/3/2016 weekly
G1.B1.S2.MA1 M330619	Administration will monitor the quality and rigor of lesson plans.	Selph, Wallace	8/24/2015	Lesson plans, focused classroom observations, student artifacts	6/3/2016 weekly
G1.MA1 M330625	Students will be monitored through district ongoing progress monitoring and K-5 will take common...	Selph, Wallace	8/15/2016	Beginning, Mid-year and end of year district assessments and monthly ongoing assessments in reading, writing, math and science.	5/26/2017 weekly
G1.B1.S1.MA1 M330616	Teachers will use the Florida Standards, grade level content specifications and assessment limits...	Selph, Wallace	8/15/2016	Lesson plans, observations, student artifacts, meeting notes	5/26/2017 one-time
G1.B1.S1.MA1 M330617	Administration and school based coaches will monitor lesson planning. and attend planning sessions	Selph, Wallace	8/15/2016	Lesson plans, meeting observations, minutes from the grade level planning, student artifacts	5/26/2017 weekly
G1.B1.S1.A1 A317598	Provide Professional Development: Professional development will consist of personnel from the...	Selph, Wallace	8/15/2016	Sign in sheets, ARROWS, presentations/handouts; lesson plans, student artifacts, classroom observations, meeting minutes	5/26/2017 weekly
G1.B1.S1.A2 A317599	Administrators will look for evidence of implementation of professional development during...	Selph, Wallace	8/15/2016	Observation notes from each administrator.	5/26/2017 weekly
G1.B2.S1.A1 A317602	Hold PLC to address expectations and group norms for planning; Administration will collaborate with...	Selph, Wallace	8/15/2016	Lesson plans, observations, student data and student artifacts, attending planning sessions, walkthrough monitoring schedule, administration and coaches cycles with teachers	5/26/2017 monthly
G1.B2.S1.A2 A317603	Administrators and coaches will monitor the weekly planning sessions	Selph, Wallace	8/15/2016	Administrator observations and notes.	5/26/2017 weekly
G1.B3.S1.A1 A317604	Teachers share data during planning sessions and create differentiated groups based on student data	Selph, Wallace	8/15/2016	teacher data spreadsheets for standards, small groups plans reflecting differentiation, student data folders,	5/26/2017 one-time
G1.B1.S2.A1 A317600	Utilizing school instructional coaches and administration: Coaches and administration will be...	Selph, Wallace	8/15/2016	Lesson plans, grade level meeting notes, observations, and student artifacts	5/26/2017 weekly
G1.B1.S2.A2 A317601	Teachers in grades 3-5 will attend District initiated professional development as it is offered to...	Selph, Wallace	8/15/2016	When the teachers return they will use the knowledge of the standards as they plan and prepare lessons.	5/26/2017 annually

V. Professional Development Opportunities

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

G1. Teachers will consistently analyze each of the Florida Standards and teach all components of the standards to the full extent, moving all students to proficiency in all content areas.

G1.B1 Curriculum: Knowledge in analyzing the Florida Standards; Learning the use of current rigorous resources and activities

G1.B1.S1 Provide professional development to unpack standards and find rigorous resources in planning

PD Opportunity 1

Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans. Teachers will collaboratively plan each week (one session for ELA and one session for Math/Science). Administration and school coaches will monitor and support the teachers by collaboratively planning with teachers. Teachers will be supported through the coaching cycle.

Facilitator

Reading and Math departments at the district, school based coaches, administrators

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G1.B1.S2 Utilizing district and school instructional coaches and Academic lead teachers

PD Opportunity 1

Utilizing school instructional coaches and administration: Coaches and administration will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.

Facilitator

Math and Reading district and school coaches

Participants

teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of planning and assessment

Facilitator

District personnel

Participants

Third- Fifth grade teachers

Schedule

Annually, from 8/15/2016 to 5/26/2017

G1.B2 Planning: Planning expectations and preparing for collaborative planning

G1.B2.S1 Teachers will attend PLCs to learn the essential components of collaborative planning and the planning expectations

PD Opportunity 1

Hold PLC to address expectations and group norms for planning; Administration will collaborate with teachers during planning and follow up with classroom walkthroughs to ensure implementation.

Facilitator

Administration and Academic Leadership Team

Participants

teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G1.B3 Assessments and data: How to use formative assessments to drive planning and instruction

G1.B3.S1 Teachers will create and analyze the data from common formative assessments to drive their instruction

PD Opportunity 1

Teachers share data during planning sessions and create differentiated groups based on student data

Facilitator

Academic Leadership Team, Administration

Participants

Teachers

Schedule

On 5/26/2017

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	Provide Professional Development: Professional development will consist of personnel from the district reading and math department, to strengthen teachers understanding of standards analysis and develop rigorous plans. Teachers will collaboratively plan each week (one session for ELA and one session for Math/Science). Administration and school coaches will monitor and support the teachers by collaboratively planning with teachers. Teachers will be supported through the coaching cycle.	\$0.00
2	G1.B1.S1.A2	Administrators will look for evidence of implementation of professional development during observations in the classrooms. They will also provide specific feedback when needed to improve the implementation of the new learning.	\$0.00
3	G1.B1.S2.A1	Utilizing school instructional coaches and administration: Coaches and administration will be utilized in collaborative planning to increase rigor within the lessons and in understanding the full intent of the standard.	\$0.00
4	G1.B1.S2.A2	Teachers in grades 3-5 will attend District initiated professional development as it is offered to gain a deeper understanding of planning and assessment	\$0.00
5	G1.B2.S1.A1	Hold PLC to address expectations and group norms for planning; Administration will collaborate with teachers during planning and follow up with classroom walkthroughs to ensure implementation.	\$0.00
6	G1.B2.S1.A2	Administrators and coaches will monitor the weekly planning sessions	\$0.00
7	G1.B3.S1.A1	Teachers share data during planning sessions and create differentiated groups based on student data	\$0.00
Total:			\$0.00