

Orange County Public Schools

# Clay Springs Elementary

8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment instructional family and community involvement public and collaborative teaching mission vision



students strategic goals college and career

2017-18 Schoolwide Improvement Plan

## Clay Springs Elementary

555 N WEKIWA SPRINGS RD, Apopka, FL 32712

<https://clayspringses.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	64%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	D

\*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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

### 2017-18 DA Category and Statuses for Clay Springs Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

##### b. Provide the school's vision statement.

To be the top producers of successful students in the nation.

#### 2. School Environment

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

Clay Springs hosts Meet the Teacher, Open House, Report Card Nights, along with various family events throughout the year (Spring Fling, Community Night, Family Book Fair Night, etc). During these events, students, their families, and the teachers are able to create stronger relationships.

Communication through the OCPS School Messenger system is sent out by the principal every Sunday and is translated into Spanish. All school communication is through Class Dojo and can be instantly translated into whatever language the reader needs.

As a bilingual center, we hold Parent Leadership Council meetings on a quarterly basis. This year we have hired a parent resource teacher to facilitate this process. We invite all of the parents of our bilingual students to come to the school. We have refreshments and provide academic ideas for the parents. The meetings also give the parents an opportunity to get to know one another.

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

Before school we have waiting areas for students that are supervised by adults. In these waiting areas, the expectations of appropriate behavior have been taught and are reinforced. After school, there are also adults in all areas where there is a large number of students and the expectations of appropriate behavior is taught and reinforced also. During school, teachers are implementing the Learning for Life program which teaches and reinforces core behavioral values.

Social skills lessons are provided to classroom teachers on a monthly basis. These are role-playing activities that focus on character education. Teachers then continually reinforce the lessons that have been taught.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Clay Springs students are expected to follow the guidelines of the OCPS Student Code of Conduct. As our students are young, it is important to reinforce positive behavior in every school setting. Our instructional coach helps teachers and intervenes with students when consequences call for out of class options.

This year we are using the application for behavior support as part of Class Dojo, school-wide. Each teacher is instantly monitoring behavior in a positive manner that allows parents to see in real time how their children are managing their day.

All student supervisory personal will have the training necessary to help our students follow the behavioral expectations of OCPS.

**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.**

Behavioral data is tracked through behavior logs and is reviewed on a weekly basis by our Leadership Team. As patterns are noticed, plans are developed to help students with strategies to make better choices. The Learning for Life Program also provides opportunities for teachers to teach students how to make good choices, take pride in themselves and their environment, and create positive relationships with others. We also mentor our student by offering the Good News and Enrichment Club. The students are able to build relationships with the adults facilitating the clubs. The students are introduced to the clubs and are able to choose a club based on their interest and the adult facilitating the activity.

Teachers regularly meet with our Leadership Team for feedback and advice and resource allocation.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

During the first week of school students who had absences of more than 10% and more than 20% of last school year were identified and a letter was sent home. Parents and teachers were made aware of the percentage of absences these students had. Parents needed to contact the school to make an improved attendance plan. If the parent does not reply, the student will be placed into the Attendance Club. Their attendance will be tracked weekly and awards given each month to the students who are keeping a better attendance rate than last year. Meetings will be held for students who continue to show a pattern of non-attendance and the regular attendance process will be expedited.

Students who accumulate absences outside the Attendance Club are monitored closely by our registrar and the teacher. The classroom teacher is expected to make a call home to find out the reason for the absences. A meeting is then held with the Attendance Team, who makes contact with the parent/guardian in a non-threatening manner to see how the school could provide support. If the absences continue to increase, a meeting is convened with the parent/guardian, and the Attendance Team. At this meeting academic and behavior data is shared and a discussion is held about the negative effects of the absences on the student's success and we brainstorm ways of providing support and addressing the problem. The next step would be a referral to the school social worker. She makes contact with the family and may even visit the home to let the parent/guardian know the seriousness of the situation.

Our instructional coach counsels students who demonstrate behavior that could ultimately lead to having to provide a consequence, such as a referral. However, if a referral and a suspension is required, the instructional coach meets with the student upon returning to the school and sets up a schedule to conference with the student on a periodic basis. The teachers also document negative behaviors in a log and the instructional coach reviews the log and meets with students proactively in

order to avoid a referral.

Students that receive a grade of D or F in the area of Math on their Progress Report or Report Card will receive extra support during the school day. The instructional staff member will provide small group instructions to close the learning gap.

No students were retained this year.

Students receiving a Level 1 on statewide assessments in English Language Arts and/or Math are given instruction outside of the 90 minute reading block during Intervention and Enrichment, which is additional, differentiated instruction for those concepts not mastered. In addition, these students are provided before and after school tutoring by certified teachers.

**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	19	9	15	11	13	9	0	0	0	0	0	0	0	76
One or more suspensions	0	1	4	2	0	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	29	35	50	42	59	51	0	0	0	0	0	0	0	266
Level 1 on statewide assessment	0	0	0	23	21	18	0	0	0	0	0	0	0	62

**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	7	5	8	8	9	7	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.**

Clay Springs follows the Multi-Tiered Systems of Support in both academics and behavior. Students are first provided academic core instruction (based on the Florida State Standards). Our behavior core instruction is Learning For Life. Tier II in the area of academics consists of small group instruction after the 90 minutes reading block as well as before and/or after school tutoring. Tier II in behavior consists of social skills lessons and provided to small groups of students who are exhibiting behavior difficulties. Tier III in the area of academics is provided through an additional 20 minutes at least 4 times per week working with the I-Ready computer program and DRA diagnostics on individualized needs along with before and after school tutoring. Tier III in the area of behavior is individual counseling with the instructional coach where students process negative and positive behavior and set individual goals.

Should excessive absences be a factor, we meet with the parent to discover the root cause of the student's absences and brainstorm strategies to increase attendance.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Parent conferences 3 times per year (all students Q1, Below level students Q2. and possible retention Q3)

Participation in PTA sponsored school events

Participation in Curriculum Nights

Parent Leadership Council meetings four times per year

School Advisory Council meetings once per month

School-wide Room Parent Program

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Clay Springs is currently partnered with our local Chick-Fil-A. They provide incentives for us to use with our students for academics and behavior. Chick-Fil-A hosts several family nights at their restaurant where families come to eat dinner and the school receives a percentage of the sales. Our staff members also volunteer to serve the food to the families. Although it is difficult for the Loaves and Fishes organization to provide many resources (they periodically volunteer to read to students) to Clay Springs, we support this organization through canned food drives and fundraising. This organization in turn provides food and clothing for needy families.

We are also partnering with Wekiva Baptist Church, McDonalds', Sonny's and Circle K Gas Stations this year.

Our gifted teacher and his students partner with a local animal expert for advice on how to protect the gopher turtles(endangered species) that live on our school property. The expert then volunteers to present lessons based on the science standards to individual classrooms.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Weisbach, Patricia	Principal
Rock, Patrick	Other
Calzada, Skylar	Instructional Coach
Torres, Susan	Instructional Coach
Hall, Karen	Instructional Coach
Ward, Cecelia	Assistant Principal
Floyd, Jill	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.**

Each member of the school leadership team is assigned to work with parents in a specific area of expertise; the instructional coach and media specialist provides feedback and professional development in English Language Arts and instructional strategies; the administrative dean provides professional development and feedback on student behavior and analyzing data; the assistant principal provides feedback and professional development in math and science and instructional strategies; the curriculum compliance teacher provides feedback and professional development in working with our bilingual and ESOL students; the staffing specialist provides feedback and professional development in working with ESE students and economically disadvantaged students. monitor trends and data and make decisions for the school. The leadership team also functions as the MTSS team, each adding our area of expertise when problem solving. The leadership team also attends child study team meetings, staffing meetings, and ESOL meetings.

**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.**

Student progress is monitored first at the classroom level through daily work and assessments. Teachers then use data from state assessments and the CRMs to determine growth as the year progresses. Grade teams share this data to develop core instruction and intervention groups with targeted skill instruction. During weekly common planning, the teams meet to revise their instructional strategies to meet the students needs. Students not responding to classroom and grade level interventions are then addressed at child study meetings with the MTSS team. Data is examined and highly structured interventions are determined by the team. Interventions could include one-one time in the classroom, push-in or pull out. The MTSS team provides resources and support for charting the interventions, and follows up with the teacher.

Title III - Funds are provided for instructional resources, dictionaries, and before/after school tutoring in both reading and math

SAI - Funds are used for after school tutoring for 3rd grade students not making adequate progress in reading and for students in grades 4 and 5 who scored Level 1 on FCAT reading.

#### 2. School Advisory Council (SAC)

##### a. Membership

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

Name	Stakeholder Group
Patricia Weisbach	Principal
Betty Shoemaker	Parent
Rebekka Senzee	Parent
Randy Thomas	Parent
Gail Shepherd	Parent
Tracey Scurrah	Parent
Cindy Tremblay	Parent
Mirna Ossa	Teacher
Angela Naughton	Education Support Employee
Marsha McNees	Business/Community
Ineavelle Colon	Education Support Employee
Abdul Crawford	Parent
Lisa Jackson Crawford	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC Committee meets monthly to assist and approve the school improvement process here at Clay Springs. Monthly meetings follow a focus calendar which includes; school-wide data review, plan development, budget review, curriculum review and demonstrations, and school-wide celebrations.

*b. Development of this school improvement plan*

As a group, we reviewed last year's data and last year's school improvement plan to determine whether or not we met our goals and what factors went into our school grade. We then reviewed the goals set for the new school year, and the steps necessary to get there.

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

As the committee discussed the action items included in the school improvement plan, we reviewed the budget to determine if our desired action plans could be supported by the budget. Each stakeholder was given the opportunity to give feedback on the appropriate way to use our funds in support of the SIP and what action plans should be part of the SIP.

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

Approximately \$300 from the school budget will be spent on curriculum nights. No school improvement funds are provided in the school budget.

**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
Calzada, Skylar	Instructional Coach
Rock, Patrick	Other
Weisbach, Patricia	Principal
Torres, Susan	Instructional Coach
Floyd, Jill	Instructional Coach

#### b. Duties

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

The LLT oversees the fidelity of the Reading Counts and Sunshine State Reader Program school wide: Student incentives are provided throughout the year to keep students motivated to read (example: prizes for RC points and a field trip to a local bookstore for students who read all 15 Sunshine State books).

Supervision and monitoring of the use of Florida State Standards and collaborative planning: Team members assist with planning instruction based on the Florida State Standards and providing information/professional development regarding resources and instructional strategies.

The LLT plans and hosts curriculum nights as well as Family Book Fair nights.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All grade level teams are provided with a common planning time 5 times per week. The administrative team researches and provides pertinent documents to help with planning - Florida State Standards, Orange County Public Schools' Scope and Sequence, Test Item Specifications, and a common lesson planning template. Professional development in common planning was provided during the summer so that teachers would feel comfortable beginning the processes as soon as school began.

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

Clay Springs follows the district recruiting system to identify and hire highly qualified candidates. Strategies for retention include mentoring, differentiated professional development, collaborative support through PLCs, a school wide discipline/character education program, and teacher/staff appreciation. The principal is the hiring authority and includes teams of appropriate staff members as part of the interview process.

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

All new teachers and teachers new to Clay Springs are provided two mentors: one teacher and one member of the admin team. New members to the admin team are mentored by the principal. Mentoring activities for teachers include daily/weekly conferencing; reviewing schedules and paperwork; assistance with lesson planning, order of instruction, behavior management, modeling lessons and data meetings. New staff members need the support of experienced staff to successfully transition to Clay Springs and meet the needs of their students.

## 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.**

Clay Springs follows the district scope and sequence for all core subjects.

During common planning, the teachers use the Test Item Specifications and the Curriculum Resource Materials to assist them with planning lessons that meet the grade level standards.

Each week, lesson plans are reviewed. The teachers are required to upload their plans to the school's SharePoint site before the next unit of teaching begins. These plans are reviewed to specifically make sure that the instruction programs/strategies and the materials used align with the Florida standards being taught during the unit.

In addition, the principal and assistant principal continually complete classroom walk-throughs during which it is evaluated whether the instruction is meeting the elements of the particular standard.

Feedback is provided as necessary to teachers regarding the alignment of the instructional programs, materials, and delivery of instruction to the Florida standards.

#### b. Instructional Strategies

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

For reading, Clay Springs uses DRA, SRI, iReady, Reading Counts, and foundational skills assessments data to place students in intervention and enrichment groups. Students who have experienced difficulty attaining at the proficient or advanced level on state assessments are also served in "Brain Power" - this 30 minute instructional time is provided in addition to the 90 minute reading block and students are grouped according to their needs. Intervention, maintenance, and enrichment lessons are provided and monitored.

For math, Clay Springs uses iReady and teacher generated assessment (Summative) data to determine the need for intervention and enrichment groups. Students who have experienced difficulty attaining proficient or advanced levels on state assessments are also served in reteach groups, or after school tutoring.

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

**Strategy:** After School Program

**Minutes added to school year:** 2,160

Clay Springs offers after school tutoring for 3rd grade students not making adequate progress in reading as measured by benchmark tests and classroom assessments. Tutoring is also provided for 4th and 5th grade students who scored a Level 1 on FSA reading. This tutoring program starts in October and runs through March. Targeted students attend tutoring 2 days per week for one hour. Before school tutoring using the I-Ready computer program is also provided for those students who are scoring below proficiency in reading and math.

**Strategy Rationale**

Research tells us that in order to accelerate the achievement of our students, we need to adjust the following factors - additional time for instruction, differentiated materials and strategies, and smaller group size. This research drives our decision making process to implement the extended learning strategy.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Calzada, Skylar, skylar.calzada@ocps.net

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

Students in after school tutoring are pre and post tested on targeted reading skills. They also have unit skill quizzes to measure progress throughout the tutoring window. Students who continue to struggle in tutoring receive additional one-on-one help during the school day.

**Strategy:** Before School Program

**Minutes added to school year:** 1,080

Clay Springs offers before school tutoring for 3rd - 5th grade students not making adequate progress in reading and math as measured by benchmark tests and classroom assessments. This tutoring program starts in October and runs through March. Targeted students attend tutoring 2 days per week for one hour.

**Strategy Rationale**

Research tells us that in order to accelerate the achievement of our students, we need to adjust the following factors - additional time for instruction, differentiated materials and strategies, and smaller group size. This research drives our decision making process to implement the extended learning strategy.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Calzada, Skylar, skylar.calzada@ocps.net

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

Students have been given a diagnostic assessment through the I-Ready computer program. Lessons from I-Ready are assigned to the student based on their deficiencies on the diagnostic assessment. Reports are reviewed on a weekly basis to determine the effectiveness of the strategy.

**Strategy:** After School Program

**Minutes added to school year:** 900

Targeted math practice is also offered for a limited number of students in grades 3-5 in the computer lab after school.

**Strategy Rationale**

Research tells us that in order to accelerate the achievement of our students, we need to adjust the following factors - additional time for instruction, differentiated materials and strategies, and smaller group size. This research drives our decision making process to implement the extended learning strategy.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Calzada, Skylar, skylar.calzada@ocps.net

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

Student progress is tracked by I-Ready and analyzed by homeroom teachers to guide further instruction. The data is also analyzed by the principal and assistant principal to evaluate the effectiveness of the program.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Kindergarten students who have attended many of the day care/early childhood programs in the neighborhood come to school with a good understanding of the social processes of school. Academic acquisition is assessed immediately after school starts so instruction can be adjusted. Clay Springs also has a PreKVE and VPK unit. The PreK teachers works with the Kindergarten teachers in order to prepare the students for the specific academic, social and emotional needs of these children to ensure a positive transition from PreK to K. The PreK teachers also integrate in their curriculum opportunities for their students to participate in play center or recess with the Kindergarten students. Also, our Fifth grade students are given an opportunity to visit their assigned Middle School. Our ESE students are invited to an Open House session during the summer to help with making a smooth transition.

### 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.**

Clay Springs participates in the annual Teach-In event where community members share information about their chosen career, the Magic program which focuses on making goals and living a drug and alcohol free life, and the Learning for Life program which teaches students how to set goals and

provides funds for a group of students to attend the University of Central Florida for a leadership seminar.

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

Not Applicable

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

Not Applicable

**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.**

Not Applicable

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

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

### Strategic Goals Summary

- G1.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure Career and College Readiness).
- G2.** Clay Springs Elementary School will strengthen our partnerships with our parents and community. (Division Priority.)
- G3.** Clay Springs Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)
- G4.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps)

### 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.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure Career and College Readiness). **1a**

 G094740

### Targets Supported **1b**

Indicator	Annual Target
FSAA Mathematics Achievement	70.0
FSA ELA Achievement	65.0
Statewide Science Assessment Achievement	70.0
ELA/Reading Gains	65.0
Math Gains	85.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	65.0

### Targeted Barriers to Achieving the Goal **3**

- Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.
- Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.
- The top 25% of students often make mistakes in their work because the questions they are asked appear simpler than they actually are to the students.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Paid summer planning, deconstructed standards resource guide, guided planning and data collection for each team.

### Plan to Monitor Progress Toward G1. **8**

We will be watching MTSS indicators, Summative assessments and report card grades for improvement trends.

#### **Person Responsible**

Jill Floyd

#### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

## Plan to Monitor Progress Toward G1. 8

The school grade will improve.

### Person Responsible

Patricia Weisbach

### Schedule

On 7/2/2018

### Evidence of Completion

The state's School Accountability report.

**G2.** Clay Springs Elementary School will strengthen our partnerships with our parents and community.  
(Division Priority.) 1a



## Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	65.0
Statewide Science Assessment Achievement	70.0
ELA/Reading Gains	65.0
Math Gains	85.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	65.0

## Targeted Barriers to Achieving the Goal 3

- Effective communications with people of different cultures is challenging. Parents may feel unsure and may isolate themselves from getting involved in their child's education.

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

- PEL, Resource Teacher, Technology translation capability meetings, communication in multiple languages and parent resource room.

## Plan to Monitor Progress Toward G2. 8

Our parents involvement and satisfaction will increase.

### Person Responsible

Patricia Weisbach

### Schedule

On 1/8/2018

### Evidence of Completion

Our parents' survey will continue to show improved satisfaction.

**G3.** Clay Springs Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) **1a**

 G094742

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	85.0
Math Lowest 25% Gains	65.0

### Targeted Barriers to Achieving the Goal **3**

- Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.
- Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.
- Teachers need to use more precise measures to determine student's proficiency with higher probability of standards mastery.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Paid summer planning, deconstructed standards resource guide, guided planning and data collection for each team.

### Plan to Monitor Progress Toward G3. **8**

We will be watching MTSS indicators, CRM assessments and report cards for improvement trends.

#### **Person Responsible**

Jill Floyd

#### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

**Plan to Monitor Progress Toward G3.** 8

The school's grade will improve.

**Person Responsible**

Patricia Weisbach

**Schedule**

On 7/2/2018

***Evidence of Completion***

The state's School Accountability report.

**G4.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.  
(Division Priority: Narrow Achievement Gaps) **1a**

 G094743

### Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	65.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Gains	65.0
Math Gains	85.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	65.0

### Targeted Barriers to Achieving the Goal **3**

- Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.
- Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.
- Teachers need a more precise method of measuring achievement in unit skills acquisitions for the lowest 25% of students.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Paid summer planning, deconstructed standards resource guide, guided planning and data collection for each team.

### Plan to Monitor Progress Toward G4. **8**

We will be watching MTSS indicators, summative assessments and report cards for improvement trends..

#### **Person Responsible**

Jill Floyd

#### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

**Plan to Monitor Progress Toward G4.** 8

The school's grade will improve.

**Person Responsible**

Patricia Weisbach

**Schedule**

On 7/2/2018

***Evidence of Completion***

The state's School Accountability report.

## 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.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the top 25%  
(Division Priority: Ensure Career and College Readiness). 1

 G094740

**G1.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards. 2

 B254723

**G1.B1.S1** Teachers need structured collaborative planning time to determine the most effective delivery strategy. 4

 S269061

### **Strategy Rationale**

In order for teachers to find optimal delivery strategies, they must first meet together to evaluate previous teaching.

### **Action Step 1** 5

Teachers will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

Quarterly, from 7/10/2017 to 5/31/2018

#### **Evidence of Completion**

Unit/lesson plans will reflect that teachers are planning, collaborating and delivering instruction based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.

## Action Step 2 5

Teachers will participate in a weekly common planning protocol, which includes two - three face to face sessions.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Agendas and minutes showing the PLC process is being followed and the focus is on deconstructing standards, locating appropriate resources and developing collaborative delivery strategies based on instructional data.

## Action Step 3 5

Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team leader duties assigned, data collection format designed, evidence of increase CRM scores.

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

Leadership members will attend assigned common planning meetings and PLC data will be kept.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team meetings scheduled on the Master Calendar. Unit plans reflect common planning and delivery methods.

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

Improved student achievement indicators will be monitored quarterly. State assessment will be monitored for trends and future planning.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Student iReady Diagnostic data, Summative Assessments (Teacher's Generated Assessment) and FSA scores will improved.

**G1.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards. 4

 S269062

### Strategy Rationale

In order for students to be proficient, they must be instructed by teachers who have an understanding of the standards and how to optimally deliver them.

### Action Step 1 5

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### Person Responsible

Patricia Weisbach

#### Schedule

On 8/14/2017

#### Evidence of Completion

Professional development charting template completed and Marzano Evaluation System updated. Improved Deliberate Practice ratings.

### Action Step 2 5

The principal and assistant principal will publish and communicate dates and thresholds for all collected data.

#### Person Responsible

Patricia Weisbach

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.

## Action Step 3 5

The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Schedule built, leadership duties defined in written format.

## Action Step 4 5

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

On 10/11/2017

### ***Evidence of Completion***

Professional development sign in sheet and agenda.

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

The coaching cycle will be documented in both admin template and iObservation.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.

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

We will be watching MTSS indicators, CRM assessments and report card grades for improvement trends.

### **Person Responsible**

Jill Floyd

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

G1.B1.S3 Students will keep an academic notebook that will showcase their learning. 4

 S269063

### Strategy Rationale

This will allow the students become aware of their strengths and weaknesses on the state standards and motivate them to reach their academic goals.

### Action Step 1 5

Teachers will develop a framework for the students' academic notebooks by grade level.

#### Person Responsible

Jill Floyd

#### Schedule

On 10/30/2017

#### Evidence of Completion

Each student will have an academic notebook.

### Action Step 2 5

Students will receive ongoing feedback in their academic notebook.

#### Person Responsible

Jill Floyd

#### Schedule

Biweekly, from 12/22/2017 to 5/30/2018

#### Evidence of Completion

Annotated notebooks with actionable feedback.

## Action Step 3 5

Student grade level goal sheets will be developed for each grade level.

### **Person Responsible**

Jill Floyd

### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

The goal sheet will be developed.

## Action Step 4 5

Students will actively complete and monitor goal sheets in the classroom.

### **Person Responsible**

Jill Floyd

### **Schedule**

Quarterly, from 9/22/2017 to 5/31/2018

### **Evidence of Completion**

Completed goal sheets and improved progress toward meeting the goals.

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

Teachers will conference with each student as they fill in the data on their individual data sheet in their academic notebooks.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Monthly, from 9/15/2017 to 5/31/2018

### **Evidence of Completion**

Student individual data sheets will be completed and used during parent teacher conferences.

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

Teachers will conference with each student as they fill in the data on their individual data sheet.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Monthly, from 9/15/2017 to 5/31/2018

### **Evidence of Completion**

Student individual data sheets will be completed and used during parent teacher conferences.

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

Parents will have a greater understanding of where their child is demonstrating proficiency.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Semiannually, from 9/15/2017 to 5/31/2018

### **Evidence of Completion**

Parent will receive a copy of their child's interactive MTSS sheet showing their child is making the expected gains and growth under each element (DRA levels, Lexile level, sight words and i-Ready Diagnostic data.) Parents will also provide feedback on the annual survey.

**G1.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard. 2

 B254724

**G1.B2.S1** Teachers will monitor key academic points quarterly. 4

 S269064

### **Strategy Rationale**

In order to accurately judge progress as above, on, or below level teachers need a consistent guide.

### **Action Step 1** 5

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/17/2017

#### **Evidence of Completion**

Completed MTSS interactive forms for each student.

### **Action Step 2** 5

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/15/2017

#### **Evidence of Completion**

Rubrics posted on SharePoint.

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

All teachers have the appropriate data filled in on the interactive form and report cards. Teachers will use them to help guide conference conversations with parents.

### **Person Responsible**

Karen Hall

### **Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

### ***Evidence of Completion***

Teachers will have an interactive data sheet completed for each student and loaded to share point. Data sheets will be printed quarterly for parents.

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

Improved student achievement on CRM and state assessments.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 10/16/2017 to 5/31/2018

### ***Evidence of Completion***

Students Summative assessments, i-Ready Diagnostic data and FSA scores will increase.

**G1.B3** The top 25% of students often make mistakes in their work because the questions they are asked appear simpler than they actually are to the students. 2

 B254725

**G1.B3.S1** Each student who scores at a 90% or better on CRM assessments will be engaged in a guided review of the assessment looking for errors in precision versus errors in understanding. 4

 S269065

### Strategy Rationale

Students are slipping between the levels of mastery on the CRMs giving false indicators of proficiency

### Action Step 1 5

Tests will be disaggregated to identify all students with 90% or better on the assessment. Students will then be guided in a close read to determine if the errors were in precision or understanding after each unit.

#### Person Responsible

Patricia Weisbach

#### Schedule

Biweekly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Disaggregated test data and reteach note of students

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

Each leadership member will monitor their teams reteach list to determine trends among the top 25%.

#### Person Responsible

Patricia Weisbach

#### Schedule

Biweekly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Disaggregated test data and reteach notes of students

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

Improved test scores and fewer errors of precision noted

### **Person Responsible**

Jill Floyd

### **Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data. Assessment data will improved.

**G2.** Clay Springs Elementary School will strengthen our partnerships with our parents and community.  
(Division Priority.) 1

 G094741

**G2.B1** Effective communications with people of different cultures is challenging. Parents may feel unsure and may isolate themselves from getting involved in their child's education. 2

 B254726

**G2.B1.S1** By providing high quality resources and thoughtfully chosen strategies, and open communication, we will engage our students, their families, and our community in academic success. 4

 S269066

### **Strategy Rationale**

To ensure that every family feels the need to be part of their child's learning.

### **Action Step 1 5**

The school will hire a bilingual staff member who will focus on providing support for our parents in need of assistance.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

Annually, from 7/10/2017 to 5/31/2018

#### **Evidence of Completion**

The staff roster will reflect the new staff member.

### **Action Step 2 5**

Enrichment Wednesdays will be implemented to ensure that parents know that their children's strengths and interests are being encouraged in organized activities that are chosen by students..

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

Weekly, from 8/23/2017 to 5/23/2018

#### **Evidence of Completion**

Roster of each Club; Club plan; To be updated quarterly.

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

A roster of students and syllabus of each group will be available.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

A list of students with their chosen activity will be documented.

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

Monitor seven work habits from quarter to quarter on the report cards for improvement.

### **Person Responsible**

Karen Hall

### **Schedule**

Quarterly, from 8/23/2017 to 5/31/2018

### ***Evidence of Completion***

Discipline data will show improvement and the work habits on the report cards will show improvement.

**G3.** Clay Springs Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.  
(Division Priority: Accelerate Student Performance) 1

 G094742

**G3.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards. 2

 B254727

**G3.B1.S1** Teachers need structured collaborative planning time to determine the most effective delivery strategy. 4

 S269067

### **Strategy Rationale**

In order for teachers to find optimal delivery strategies, they must first meet together to evaluate previous teaching.

### **Action Step 1** 5

Teachers will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 7/10/2017 to 5/31/2018

### **Evidence of Completion**

Unit/lesson plans will reflect that teachers are planning, collaborating and delivering instruction based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.

## Action Step 2 5

Teachers will participate in weekly common planning protocol, which includes two -three face to face sessions.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Agenda and minutes showing the PLC process is being followed and the focus is on deconstructing standards, locating appropriate resources and developing collaborative delivery strategies based on instructional data.

## Action Step 3 5

Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team leader duties assigned, data collection format designed, evidence of increase CRM scores.

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

Leadership members will attend common planning meetings and PLC data will be kept.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team meetings scheduled on Master calendars. Unit plans reflect of common planning and delivery methods.

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

Improved student achievement indicators will be monitored quarterly. State assessment will be monitored for trends and future planning.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Student summative assessment data, iReady Diagnostic data, and FSA scores will improved.

**G3.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards. 4

 S269068

### Strategy Rationale

In order for students to be proficient, they must be instructed by teachers who have an understanding of the standards and how to optimally deliver them.

### Action Step 1 5

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### Person Responsible

Patricia Weisbach

#### Schedule

Biweekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Professional development charting template completed and Marzano Evaluation System updated

### Action Step 2 5

The principal and assistant principal will publish and communicate dates and thresholds for all collected data.

#### Person Responsible

Patricia Weisbach

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.

## Action Step 3 5

The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Schedule built, leadership duties defined in written format

## Action Step 4 5

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

On 10/11/2017

### ***Evidence of Completion***

Professional development sign in sheet and agenda.

## Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The coaching cycle will be documented in both admin template and I Observation

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.

## Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

We will be watching MTSS indicators, CRM assessments and report card grades for improvement trends.

### **Person Responsible**

Jill Floyd

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

**G3.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard. 2

 B254728

**G3.B2.S1** Teachers will monitor key academic points quarterly. 4

 S269069

### **Strategy Rationale**

In order to accurately judge progress as above, on, or below level teachers need a consistent guide.

### **Action Step 1** 5

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/17/2015

#### **Evidence of Completion**

Completed MTSS interactive forms for each student.

### **Action Step 2** 5

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/15/2017

#### **Evidence of Completion**

Rubrics posted on SharePoint.

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

All teachers have the appropriate data filled in on the interactive form and report cards. Teachers will use them to help guide conference conversations with parents.

### **Person Responsible**

Karen Hall

### **Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

### ***Evidence of Completion***

Teachers will have an interactive data sheet completed for each student and loaded to share point. Data sheets will be printed quarterly for parents.

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Improved student achievement on CRM and state assessments.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 10/16/2017 to 5/31/2018

### ***Evidence of Completion***

Students summative assessments data, iReady Diagnostic data and FSA scores will increase.

**G3.B3** Teachers need to use more precise measures to determine student's proficiency with higher probability of standards mastery. 2

 B254729

**G3.B3.S1** Teachers will use a more defined percentage of mastery to allow for learning at deep enough levels to predict FSA success. 4

 S269070

### Strategy Rationale

Students are slipping between the levels of mastery on the Summative Assessment giving false indicators of proficiency.

### Action Step 1 5

Teacher will develop a more precise scale.

#### Person Responsible

Patricia Weisbach

#### Schedule

On 8/15/2017

#### Evidence of Completion

Scale posted on SharePoint.

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Scale will be developed and posted on SharePoint.

#### Person Responsible

Jill Floyd

#### Schedule

On 8/14/2017

#### Evidence of Completion

Scale posted on SharePoint.

## Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increase correlations between Summative Assessment scores and FSA scores.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

On 6/1/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.)

G3.B3.S2 Use Performance Matters to more precisely disaggregate CRM data. 4

 S269071

### Strategy Rationale

Students are slipping between the levels of mastery on the CRMs giving false indicators of proficiency.

### Action Step 1 5

Use Performance Matters to post and disaggregate data for Summative assessments.

#### Person Responsible

Jill Floyd

#### Schedule

Biweekly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Item Analysis in Performance Matters for each Summative assessment.

### Action Step 2 5

Teachers will be guided in disaggregating Performance Matters data in order to plan deeper instruction.

#### Person Responsible

Jill Floyd

#### Schedule

On 6/1/2018

#### Evidence of Completion

Students reassessment data and iReady Diagnostic assessment and FSA will improve.

## Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Look at Performance Matters Item Analysis for each Summative Assessment.

### **Person Responsible**

Jill Floyd

### **Schedule**

Biweekly, from 9/1/2017 to 5/31/2018

### ***Evidence of Completion***

PLC meeting notes will show revisions to the lesson strategies and teachers observations will display changes in instruction.

## Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Summative Assessment score, iReady Diagnostic and Growth Monitoring data and FSA assessment scores will improve.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

On 6/1/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).

**G4.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.  
(Division Priority: Narrow Achievement Gaps) 1

 G094743

**G4.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards. 2

 B254730

**G4.B1.S1** Teachers need structured collaborative planning time to determine the most effective delivery strategy. 4

 S269072

### **Strategy Rationale**

In order for teachers to find optimal delivery strategies, they must first meet together to evaluate previous teaching.

### **Action Step 1** 5

Teachers will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 7/10/2017 to 5/31/2018

### **Evidence of Completion**

Unit/Lesson plans will reflect that teachers are planning and collaborating and delivering instructions based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.

## Action Step 2 5

Teachers will participate in weekly common planning protocol which includes two-three face to face sessions.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Agenda and minutes showing the PLC process is being followed and the focus is on deconstructing standards and locating appropriate resources and developing collaborative delivery strategies based on instructional data.

## Action Step 3 5

Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team leader duties assigned, data collection format designed, evidence of increase summative assessment scores.

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Leadership members will attend common planning meetings and PLC data will be kept.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Team meetings scheduled on Master calendar, Unit plans reflect of common planning and delivery methods.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Improved student achievement indicators will be monitored quarterly. State assessment will be monitored for trends and future planning..

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Student summative assessments, iReady Diagnostic data and FSA scores will improved.

**G4.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards. 4

 S269073

### Strategy Rationale

In order for students to be proficient, they must be instructed by teachers who have an understanding of the standards and how to optimally deliver them.

### Action Step 1 5

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### Person Responsible

Patricia Weisbach

#### Schedule

On 8/14/2017

#### Evidence of Completion

Professional development charting template completed and Marzano Evaluation System updated

### Action Step 2 5

The principal and assistant principal will publish and communicate dates and thresholds for all collected data.

#### Person Responsible

Patricia Weisbach

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.

## Action Step 3 5

The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Schedule built, leadership duties defined in written format

## Action Step 4 5

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

On 10/11/2017

### ***Evidence of Completion***

Professional development sign in sheet and agenda

## Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Cycle will be documented in both admin template and I Observation

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

We will be watching MTSS indicators, Summative assessments and report card grades for improvement trends

### **Person Responsible**

Jill Floyd

### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Growth in all students

**G4.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard. 2

 B254731

**G4.B2.S1** Teachers will monitor key academic MTSS data quarterly. 4

 S269074

### **Strategy Rationale**

In order to accurately judge progress as above, on, or below level teachers need a consistent guide.

### **Action Step 1** 5

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/10/2017

#### **Evidence of Completion**

Completed MTSS interactive forms for each student.

### **Action Step 2** 5

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

#### **Person Responsible**

Patricia Weisbach

#### **Schedule**

On 8/15/2017

#### **Evidence of Completion**

Rubrics posted on SharePoint

## Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

All teachers have the appropriate data filled in on the interactive form and report cards. Teachers will use them to help guide conference conversations with parents.

### **Person Responsible**

Karen Hall

### **Schedule**

Quarterly, from 10/9/2017 to 5/31/2018

### ***Evidence of Completion***

Teachers will have an interactive data sheet completed for each student and loaded to SharePoint. Data sheets will be printed quarterly for parents.

## Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Improved student achievement on iReady assessments and state assessments

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Quarterly, from 10/16/2017 to 5/31/2018

### ***Evidence of Completion***

Students summative assessments, iReady Growth Monitoring data, and FSA scores

**G4.B3** Teachers need a more precise method of measuring achievement in unit skills acquisitions for the lowest 25% of students. 2

 B254732

**G4.B3.S1** Teachers are going to use the disaggregated data from Performance Matters to reteach standards for mastery. 4

 S269075

### Strategy Rationale

To get more precise reteaching for our lowest progressing students.

### Action Step 1 5

Homogeneously group students for reteaching each unit based on CRM disaggregated data.

#### Person Responsible

Cecelia Ward

#### Schedule

Daily, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

PLC notes and students' roster for the homogeneously groups.

### Action Step 2 5

Use of DPLC strategies of close reading and complex text in the reteach lessons.

#### Person Responsible

Patricia Weisbach

#### Schedule

Monthly, from 10/23/2017 to 5/31/2018

#### Evidence of Completion

PLC notes

## Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

PLC notes with strategies highlighted for reteaching.

### **Person Responsible**

Patricia Weisbach

### **Schedule**

Weekly, from 10/23/2017 to 5/31/2018

### ***Evidence of Completion***

PLC notes and lesson plans adjustments with close reading strategies will be monitored by a leadership team member during data meetings.

## Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Improvement in the CRM and FSA scores

### **Person Responsible**

Cecelia Ward

### **Schedule**

Biweekly, from 9/1/2017 to 5/31/2018

### ***Evidence of Completion***

Students Summative Assessment, i-Ready Diagnostic and FSA scores will improve.

**G4.B3.S2 Targeted tutoring** 4

 S269076

**Strategy Rationale**

Tutoring is required to ensure adequate time attention for learning.

**Action Step 1** 5

Tutoring will be provided during the day after school and on Saturdays for all FSA level 1 and 2 students in ELA and Math.

**Person Responsible**

Cecelia Ward

**Schedule**

Weekly, from 9/30/2017 to 5/31/2018

**Evidence of Completion**

Tutoring list/ invitations and attendance logs

**Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

We will see increase and improvement in the Summative and FSA scores.

**Person Responsible**

Cecelia Ward

**Schedule**

Weekly, from 9/30/2017 to 5/31/2018

**Evidence of Completion**

Summative assessment, i-Ready Diagnostic assessment and FSA scores will increase.

## Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Summative assessment and FSA score will improve.

### **Person Responsible**

Cecelia Ward

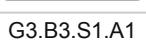
### **Schedule**

Weekly, from 9/30/2017 to 5/31/2018

### ***Evidence of Completion***

Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.)

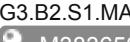
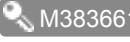
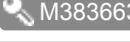
## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G3.B2.S1.A1  A359048	Teachers will have professional development on the Interactive Data Sheet so that they can use and...	Weisbach, Patricia	8/17/2015	Completed MTSS interactive forms for each student.	8/17/2015 one-time
G4.B2.S1.A1  A359061	Teachers will have professional development on the Interactive Data Sheet so that they can use and...	Weisbach, Patricia	8/10/2017	Completed MTSS interactive forms for each student.	8/10/2017 one-time
G3.B3.S1.MA1  M383652	Scale will be developed and posted on SharePoint.	Floyd, Jill	8/14/2017	Scale posted on SharePoint.	8/14/2017 one-time
G1.B1.S2.A1  A359028	Teachers will be given guided practice in the area of core differentiation in reading and math....	Weisbach, Patricia	8/14/2017	Professional development charting template completed and Marzano Evaluation System updated. Improved Deliberate Practice ratings.	8/14/2017 one-time
G4.B1.S2.A1  A359057	Teachers will be given guided practice in the area of core differentiation in reading and math....	Weisbach, Patricia	8/14/2017	Professional development charting template completed and Marzano Evaluation System updated	8/14/2017 one-time
G1.B2.S1.A2  A359037	Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.	Weisbach, Patricia	8/15/2017	Rubrics posted on SharePoint.	8/15/2017 one-time
G3.B2.S1.A2  A359049	Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.	Weisbach, Patricia	8/15/2017	Rubrics posted on SharePoint.	8/15/2017 one-time
G3.B3.S1.A1  A359050	Teacher will develop a more precise scale.	Weisbach, Patricia	8/15/2017	Scale posted on SharePoint.	8/15/2017 one-time
G4.B2.S1.A2  A359062	Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.	Weisbach, Patricia	8/15/2017	Rubrics posted on SharePoint	8/15/2017 one-time
G1.B2.S1.A1  A359036	Teachers will have professional development on the Interactive Data Sheet so that they can use and...	Weisbach, Patricia	8/17/2017	Completed MTSS interactive forms for each student.	8/17/2017 one-time
G1.B1.S2.A4  A359031	The Principal and CRT will schedule and conduct professional development for teachers on methods to...	Weisbach, Patricia	10/11/2017	Professional development sign in sheet and agenda.	10/11/2017 one-time
G3.B1.S2.A4  A359047	The Principal and CRT will schedule and conduct professional development for teachers on methods to...	Weisbach, Patricia	10/11/2017	Professional development sign in sheet and agenda.	10/11/2017 one-time
G4.B1.S2.A4  A359060	The Principal and CRT will schedule and conduct professional development for teachers on methods to...	Weisbach, Patricia	10/11/2017	Professional development sign in sheet and agenda	10/11/2017 one-time
G1.B1.S3.A1  A359032	Teachers will develop a framework for the students' academic notebooks by grade level.	Floyd, Jill	10/30/2017	Each student will have an academic notebook.	10/30/2017 one-time
G2.MA1  M383644	Our parents involvement and satisfaction will increase.	Weisbach, Patricia	1/8/2018	Our parents' survey will continue to show improved satisfaction.	1/8/2018 one-time
G2.B1.S1.A2  A359040	Enrichment Wednesdays will be implemented to ensure that parents know that their children's...	Weisbach, Patricia	8/23/2017	Roster of each Club; Club plan; To be updated quarterly.	5/23/2018 weekly
G1.B1.S3.A2  A359033	Students will receive ongoing feedback in their academic notebook.	Floyd, Jill	12/22/2017	Annotated notebooks with actionable feedback.	5/30/2018 biweekly
G1.B1.S1.MA1  M383629	Improved student achievement indicators will be monitored quarterly. State assessment will be...	Weisbach, Patricia	8/14/2017	Student iReady Diagnostic data, Summative Assessments (Teacher's Generated Assessment) and FSA scores will improved.	5/31/2018 quarterly

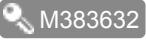
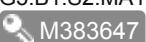
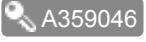
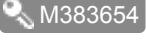
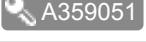
**Orange - 0991 - Clay Springs Elementary - 2017-18 SIP**  
**Clay Springs Elementary**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M383630	Leadership members will attend assigned common planning meetings and PLC data will be kept.	Weisbach, Patricia	8/14/2017	Team meetings scheduled on the Master Calendar. Unit plans reflect common planning and delivery methods.	5/31/2018 weekly
G1.B1.S1.A1  A359025	Teachers will be provided a full day of collaborative planning at the end of each quarter and three...	Weisbach, Patricia	7/10/2017	Unit/lesson plans will reflect that teachers are planning, collaborating and delivering instruction based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.	5/31/2018 quarterly
G1.B1.S1.A2  A359026	Teachers will participate in a weekly common planning protocol, which includes two - three face to...	Weisbach, Patricia	8/14/2017	Agendas and minutes showing the PLC process is being followed and the focus is on deconstructing standards, locating appropriate resources and developing collaborative delivery strategies based on instructional data.	5/31/2018 weekly
G1.B1.S1.A3  A359027	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery...	Weisbach, Patricia	8/14/2017	Team leader duties assigned, data collection format designed, evidence of increase CRM scores.	5/31/2018 weekly
G1.B2.S1.MA1  M383636	Improved student achievement on CRM and state assessments.	Weisbach, Patricia	10/16/2017	Students Summative assessments, i-Ready Diagnostic data and FSA scores will increase.	5/31/2018 quarterly
G1.B2.S1.MA1  M383637	All teachers have the appropriate data filled in on the interactive form and report cards....	Hall, Karen	10/9/2017	Teachers will have an interactive data sheet completed for each student and loaded to share point. Data sheets will be printed quarterly for parents.	5/31/2018 quarterly
G1.B3.S1.MA1  M383638	Improved test scores and fewer errors of precision noted	Floyd, Jill	9/1/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data. Assessment data will improved.	5/31/2018 quarterly
G1.B3.S1.MA1  M383639	Each leadership member will monitor their teams reteach list to determine trends among the top 25%.	Weisbach, Patricia	9/1/2017	Disaggregated test data and reteach notes of students	5/31/2018 biweekly
G1.B3.S1.A1  A359038	Tests will be disaggregated to identify all students with 90% or better on the assessment....	Weisbach, Patricia	9/1/2017	Disaggregated test data and reteach note of students	5/31/2018 biweekly
G2.B1.S1.MA1  M383642	Monitor seven work habits from quarter to quarter on the report cards for improvement.	Hall, Karen	8/23/2017	Discipline data will show improvement and the work habits on the report cards will show improvement.	5/31/2018 quarterly
G2.B1.S1.MA1  M383643	A roster of students and syllabus of each group will be available.	Weisbach, Patricia	8/14/2017	A list of students with their chosen activity will be documented.	5/31/2018 quarterly
G2.B1.S1.A1  A359039	The school will hire a bilingual staff member who will focus on providing support for our parents...	Weisbach, Patricia	7/10/2017	The staff roster will reflect the new staff member.	5/31/2018 annually
G3.B1.S1.MA1  M383645	Improved student achievement indicators will be monitored quarterly. State assessment will be...	Weisbach, Patricia	8/14/2017	Student summative assessment data, iReady Diagnostic data, and FSA scores will improved.	5/31/2018 quarterly
G3.B1.S1.MA1  M383646	Leadership members will attend common planning meetings and PLC data will be kept.	Weisbach, Patricia	8/14/2017	Team meetings scheduled on Master calendars. Unit plans reflect of common planning and delivery methods.	5/31/2018 weekly
G3.B1.S1.A1  A359041	Teaches will be provided a full day of collaborative planning at the end of each quarter and three...	Weisbach, Patricia	7/10/2017	Unit/lesson plans will reflect that teachers are planning, collaborating and delivering instruction based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.	5/31/2018 quarterly

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**Clay Springs Elementary**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A2  A359042	Teachers will participate in weekly common planning protocol, which includes two -three face to...	Weisbach, Patricia	8/14/2017	Agenda and minutes showing the PLC process is being followed and the focus is on deconstructing standards, locating appropriate resources and developing collaborative delivery strategies based on instructional data.	5/31/2018 weekly
G3.B1.S1.A3  A359043	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery...	Weisbach, Patricia	8/14/2017	Team leader duties assigned, data collection format designed, evidence of increase CRM scores.	5/31/2018 weekly
G3.B2.S1.MA1  M383649	Improved student achievement on CRM and state assessments.	Weisbach, Patricia	10/16/2017	Students summative assessments data, iReady Diagnostic data and FSA scores will increase.	5/31/2018 quarterly
G3.B2.S1.MA1  M383650	All teachers have the appropriate data filled in on the interactive form and report cards....	Hall, Karen	10/9/2017	Teachers will have an interactive data sheet completed for each student and loaded to share point. Data sheets will be printed quarterly for parents.	5/31/2018 quarterly
G4.B1.S1.MA1  M383657	Improved student achievement indicators will be monitored quarterly. State assessment will be...	Weisbach, Patricia	8/14/2017	Student summative assessments, iReady Diagnostic data and FSA scores will improved.	5/31/2018 quarterly
G4.B1.S1.MA1  M383658	Leadership members will attend common planning meetings and PLC data will be kept.	Weisbach, Patricia	8/14/2017	Team meetings scheduled on Master calendar, Unit plans reflect of common planning and delivery methods.	5/31/2018 weekly
G4.B1.S1.A1  A359053	Teachers will be provided a full day of collaborative planning at the end of each quarter and three...	Weisbach, Patricia	7/10/2017	Unit/Lesson plans will reflect that teachers are planning and collaborating and delivering instructions based on the Florida State Standards. Classroom walk-thru will demonstrate collaborative structures among the grade level.	5/31/2018 quarterly
G4.B1.S1.A2  A359055	Teachers will participate in weekly common planning protocol which includes two-three face to face...	Weisbach, Patricia	8/14/2017	Agenda and minutes showing the PLC process is being followed and the focus is on deconstructing standards and locating appropriate resources and developing collaborative delivery strategies based on instructional data.	5/31/2018 weekly
G4.B1.S1.A3  A359056	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery...	Weisbach, Patricia	8/14/2017	Team leader duties assigned, data collection format designed, evidence of increase summative assessment scores.	5/31/2018 weekly
G4.B2.S1.MA1  M383661	Improved student achievement on iReady assessments and state assessments	Weisbach, Patricia	10/16/2017	Students summative assessments, iReady Growth Monitoring data, and FSA scores	5/31/2018 quarterly
G4.B2.S1.MA1  M383662	All teachers have the appropriate data filled in on the interactive form and report cards....	Hall, Karen	10/9/2017	Teachers will have an interactive data sheet completed for each student and loaded to SharePoint. Data sheets will be printed quarterly for parents.	5/31/2018 quarterly
G4.B3.S1.MA1  M383663	Improvement in the CRM and FSA scores	Ward, Cecelia	9/1/2017	Students Summative Assessment, i-Ready Diagnostic and FSA scores will improve.	5/31/2018 biweekly
G4.B3.S1.MA1  M383664	PLC notes with strategies highlighted for reteaching.	Weisbach, Patricia	10/23/2017	PLC notes and lesson plans adjustments with close reading strategies will be monitored by a leadership team member during data meetings.	5/31/2018 weekly
G4.B3.S1.A1  A359063	Homogeneous group students for reteaching each unit based on CRM disaggregated data.	Ward, Cecelia	9/1/2017	PLC notes and students' roster for the homogeneously groups.	5/31/2018 daily
G4.B3.S1.A2  A359064	Use of DPLC strategies of close reading and complex text in the reteach lessons.	Weisbach, Patricia	10/23/2017	PLC notes	5/31/2018 monthly
G1.B1.S2.MA1  M383631	We will be watching MTSS indicators, CRM assessments and report card grades for improvement trends.	Floyd, Jill	8/14/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as	5/31/2018 biweekly

**Orange - 0991 - Clay Springs Elementary - 2017-18 SIP**  
**Clay Springs Elementary**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.	
G1.B1.S2.MA1  M383632	The coaching cycle will be documented in both admin template and iObservation.	Weisbach, Patricia	8/14/2017	We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.	5/31/2018 monthly
G1.B1.S2.A2  A359029	The principal and assistant principal will publish and communicate dates and thresholds for all...	Weisbach, Patricia	8/14/2017	Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.	5/31/2018 quarterly
G1.B1.S2.A3  A359030	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with...	Weisbach, Patricia	8/14/2017	Schedule built, leadership duties defined in written format.	5/31/2018 biweekly
G3.B1.S2.MA1  M383647	We will be watching MTSS indicators, CRM assessments and report card grades for improvement trends.	Floyd, Jill	8/14/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.	5/31/2018 biweekly
G3.B1.S2.MA1  M383648	The coaching cycle will be documented in both admin template and I Observation	Weisbach, Patricia	8/14/2017	We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.	5/31/2018 monthly
G3.B1.S2.A1  A359044	Teachers will be given guided practice in the area of core differentiation in reading and math....	Weisbach, Patricia	8/14/2017	Professional development charting template completed and Marzano Evaluation System updated	5/31/2018 biweekly
G3.B1.S2.A2  A359045	The principal and assistant principal will publish and communicate dates and thresholds for al...	Weisbach, Patricia	8/14/2017	Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.	5/31/2018 quarterly
G3.B1.S2.A3  A359046	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with...	Weisbach, Patricia	8/14/2017	Schedule built, leadership duties defined in written format	5/31/2018 biweekly
G3.B3.S2.MA1  M383654	Look at Performance Matters Item Analysis for each Summative Assessment.	Floyd, Jill	9/1/2017	PLC meeting notes will show revisions to the lesson strategies and teachers observations will display changes in instruction.	5/31/2018 biweekly
G3.B3.S2.A1  A359051	Use Performance Matters to post and disaggregate data for Summative assessments.	Floyd, Jill	9/1/2017	Item Analysis in Performance Matters for each Summative assessment.	5/31/2018 biweekly
G4.B1.S2.MA1  M383659	We will be watching MTSS indicators, Summative assessments and report card grades for improvement...	Floyd, Jill	8/14/2017	Growth in all students	5/31/2018 biweekly
G4.B1.S2.MA1  M383660	Cycle will be documented in both admin template and I Observation	Weisbach, Patricia	8/14/2017	We will collect observational ranking on each teacher, build a plan of growth and monitor through walkthroughs and data sheets.	5/31/2018 monthly
G4.B1.S2.A2  A359058	The principal and assistant principal will publish and communicate dates and thresholds for all...	Weisbach, Patricia	8/14/2017	Dates and thresholds will be posted for each quarter for each grade level on SharePoint. Data collected based on these thresholds.	5/31/2018 quarterly
G4.B1.S2.A3  A359059	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with...	Weisbach, Patricia	8/14/2017	Schedule built, leadership duties defined in written format	5/31/2018 biweekly
G4.B3.S2.MA1  M383665	Summative assessment and FSA score will improve.	Ward, Cecelia	9/30/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words,	5/31/2018 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
				DRA levels, Lexile Level, and i-Ready Diagnostic data.)	
G4.B3.S2.MA1  M383666	We will see increase and improvement in the Summative and FSA scores.	Ward, Cecelia	9/30/2017	Summative assessment, i-Ready Diagnostic assessment and FSA scores will increase.	5/31/2018 weekly
G4.B3.S2.A1  A359065	Tutoring will be provided during the day after school and on Saturdays for all FSA level 1 and 2...	Ward, Cecelia	9/30/2017	Tutoring list/ invitations and attendance logs	5/31/2018 weekly
G1.B1.S3.MA1  M383633	Parents will have a greater understanding of where their child is demonstrating proficiency.	Weisbach, Patricia	9/15/2017	Parent will receive a copy of their child's interactive MTSS sheet showing their child is making the expected gains and growth under each element (DRA levels, Lexile level, sight words and i-Ready Diagnostic data.) Parents will also provide feedback on the annual survey.	5/31/2018 semiannually
G1.B1.S3.MA1  M383634	Teachers will conference with each student as they fill in the data on their individual data sheet...	Weisbach, Patricia	9/15/2017	Student individual data sheets will be completed and used during parent teacher conferences.	5/31/2018 monthly
G1.B1.S3.MA1  M383635	Teachers will conference with each student as they fill in the data on their individual data sheet.	Weisbach, Patricia	9/15/2017	Student individual data sheets will be completed and used during parent teacher conferences.	5/31/2018 monthly
G1.B1.S3.A3  A359034	Student grade level goal sheets will be developed for each grade level.	Floyd, Jill	8/14/2017	The goal sheet will be developed.	5/31/2018 quarterly
G1.B1.S3.A4  A359035	Students will actively complete and monitor goal sheets in the classroom.	Floyd, Jill	9/22/2017	Completed goal sheets and improved progress toward meeting the goals.	5/31/2018 quarterly
G1.MA1  M383640	We will be watching MTSS indicators, Summative assessments and report card grades for improvement...	Floyd, Jill	8/14/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).	6/1/2018 biweekly
G3.MA1  M383655	We will be watching MTSS indicators, CRM assessments and report cards for improvement trends.	Floyd, Jill	8/14/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).	6/1/2018 biweekly
G4.MA1  M383667	We will be watching MTSS indicators, summative assessments and report cards for improvement trends..	Floyd, Jill	8/14/2017	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data).	6/1/2018 biweekly
G3.B3.S1.MA1  M383651	Increase correlations between Summative Assessment scores and FSA scores.	Weisbach, Patricia	6/1/2018	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.)	6/1/2018 one-time
G3.B3.S2.MA1  M383653	Summative Assessment score, iReady Diagnostic and Growth Monitoring data and FSA assessment scores...	Weisbach, Patricia	6/1/2018	Based on our school's goals for this year, 65% of our students will be making growth on their assessments as well as the five elements on the interactive MTSS sheets (sight words, DRA levels, Lexile Level, and i-Ready Diagnostic data.)	6/1/2018 one-time

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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
G3.B3.S2.A2  A359052	Teachers will be guided in disaggregating Performance Matters data in order to plan deeper...	Floyd, Jill	9/1/2017	Students reassessment data and iReady Diagnostic assessment and FSA will improve.	6/1/2018 one-time
G1.MA2  M383641	The school grade will improve.	Weisbach, Patricia	7/2/2018	The state's School Accountability report.	7/2/2018 one-time
G3.MA2  M383656	The school's grade will improve.	Weisbach, Patricia	7/2/2018	The state's School Accountability report.	7/2/2018 one-time
G4.MA2  M383668	The school's grade will improve.	Weisbach, Patricia	7/2/2018	The state's School Accountability report.	7/2/2018 one-time

## V. Professional Development Opportunities

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

**G1.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure Career and College Readiness).

**G1.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.

**G1.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards.

### **PD Opportunity 1**

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### **Facilitator**

Patricia Weisbach

#### **Participants**

Instructional Staff

#### **Schedule**

On 8/14/2017

### **PD Opportunity 2**

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

#### **Facilitator**

Jill Floyd

#### **Participants**

All instructional staff members

#### **Schedule**

On 10/11/2017

**G1.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.

**G1.B2.S1** Teachers will monitor key academic points quarterly.

**PD Opportunity 1**

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

**Facilitator**

Karen Hall

**Participants**

All Staff

**Schedule**

On 8/17/2017

**PD Opportunity 2**

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

**Facilitator**

Patricia Weisbach

**Participants**

All instructional staff members

**Schedule**

On 8/15/2017

**G3.** Clay Springs Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.  
(Division Priority: Accelerate Student Performance)

**G3.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.

**G3.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards.

### **PD Opportunity 1**

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### **Facilitator**

Patricia Weisbach

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

### **PD Opportunity 2**

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

#### **Facilitator**

Jill Floyd

#### **Participants**

All instructional staff members.

#### **Schedule**

On 10/11/2017

**G3.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.

**G3.B2.S1** Teachers will monitor key academic points quarterly.

**PD Opportunity 1**

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

**Facilitator**

Karen Hall

**Participants**

All Instructional Staff

**Schedule**

On 8/17/2015

**PD Opportunity 2**

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

**Facilitator**

Patricia Weisbach

**Participants**

All instructional staff members

**Schedule**

On 8/15/2017

**G3.B3** Teachers need to use more precise measures to determine student's proficiency with higher probability of standards mastery.

**G3.B3.S1** Teachers will use a more defined percentage of mastery to allow for learning at deep enough levels to predict FSA success.

### **PD Opportunity 1**

Teacher will develop a more precise scale.

#### **Facilitator**

Patricia Weisbach

#### **Participants**

Instructional staff in grades 2-5.

#### **Schedule**

On 8/15/2017

**G4.** Clay Springs Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.  
(Division Priority: Narrow Achievement Gaps)

**G4.B1** Teachers need to deepen their understanding of the most effective method to deliver the Florida Standards.

**G4.B1.S2** Teachers need guidance during professional development, collaborative planning time and monitoring in order to understand how to develop standards based lessons that reflect the intent of the standards.

### **PD Opportunity 1**

Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.

#### **Facilitator**

Patricia Weisbach

#### **Participants**

Instructional staff

#### **Schedule**

On 8/14/2017

## **PD Opportunity 2**

The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.

### **Facilitator**

Jill Floyd

### **Participants**

All instructional staff members

### **Schedule**

On 10/11/2017

**G4.B2** Teachers need guidance during professional development and to understand how to develop lessons that reflect the intent of the standard.

**G4.B2.S1** Teachers will monitor key academic MTSS data quarterly.

## **PD Opportunity 1**

Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.

### **Facilitator**

Karen Hall

### **Participants**

All instructional staff

### **Schedule**

On 8/10/2017

## **PD Opportunity 2**

Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.

### **Facilitator**

Patricia Weisbach

### **Participants**

All instructional staff members

### **Schedule**

On 8/15/2017

**G4.B3** Teachers need a more precise method of measuring achievement in unit skills acquisitions for the lowest 25% of students.

**G4.B3.S1** Teachers are going to use the disaggregated data from Performance Matters to reteach standards for mastery.

**PD Opportunity 1**

Use of DPLC strategies of close reading and complex text in the reteach lessons.

**Facilitator**

Patricia Weisbach

**Participants**

All instructional staff

**Schedule**

Monthly, from 10/23/2017 to 5/31/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	Teachers will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.	\$0.00
2	G1.B1.S1.A2	Teachers will participate in a weekly common planning protocol, which includes two - three face to face sessions.	\$0.00
3	G1.B1.S1.A3	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.	\$0.00
4	G1.B1.S2.A1	Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.	\$0.00
5	G1.B1.S2.A2	The principal and assistant principal will publish and communicate dates and thresholds for all collected data.	\$0.00
6	G1.B1.S2.A3	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.	\$0.00
7	G1.B1.S2.A4	The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.	\$0.00
8	G1.B1.S3.A1	Teachers will develop a framework for the students' academic notebooks by grade level.	\$0.00
9	G1.B1.S3.A2	Students will receive ongoing feedback in their academic notebook.	\$0.00
10	G1.B1.S3.A3	Student grade level goal sheets will be developed for each grade level.	\$0.00
11	G1.B1.S3.A4	Students will actively complete and monitor goal sheets in the classroom.	\$0.00
12	G1.B2.S1.A1	Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.	\$0.00
13	G1.B2.S1.A2	Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.	\$0.00
14	G1.B3.S1.A1	Tests will be disaggregated to identify all students with 90% or better on the assessment. Students will then be guided in a close read to determine if the errors were in precision or understanding after each unit.	\$0.00
15	G2.B1.S1.A1	The school will hire a bilingual staff member who will focus on providing support for our parents in need of assistance.	\$0.00
16	G2.B1.S1.A2	Enrichment Wednesdays will be implemented to ensure that parents know that their children's strengths and interests are being encouraged in organized activities that are chosen by students..	\$0.00
17	G3.B1.S1.A1	Teaches will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.	\$0.00

18	G3.B1.S1.A2	Teachers will participate in weekly common planning protocol, which includes two -three face to face sessions.	\$0.00
19	G3.B1.S1.A3	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.	\$0.00
20	G3.B1.S2.A1	Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.	\$0.00
21	G3.B1.S2.A2	The principal and assistant principal will publish and communicate dates and thresholds for all collected data.	\$0.00
22	G3.B1.S2.A3	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.	\$0.00
23	G3.B1.S2.A4	The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.	\$0.00
24	G3.B2.S1.A1	Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.	\$0.00
25	G3.B2.S1.A2	Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.	\$0.00
26	G3.B3.S1.A1	Teacher will develop a more precise scale.	\$0.00
27	G3.B3.S2.A1	Use Performance Matters to post and disaggregate data for Summative assessments.	\$0.00
28	G3.B3.S2.A2	Teachers will be guided in disaggregating Performance Matters data in order to plan deeper instruction.	\$0.00
29	G4.B1.S1.A1	Teachers will be provided a full day of collaborative planning at the end of each quarter and three days during the summer.	\$0.00
30	G4.B1.S1.A2	Teachers will participate in weekly common planning protocol which includes two-three face to face sessions.	\$0.00
31	G4.B1.S1.A3	Teams will be assigned a leadership member to guide formative discovery to plan optimal delivery strategies and systematically use the data collected.	\$0.00
32	G4.B1.S2.A1	Teachers will be given guided practice in the area of core differentiation in reading and math. This will come in the form of whole staff, team and individual coaching. This practice will be monitored through a professional development and coaching process that ends with individual teacher proficiency on the Marzano evaluation system.	\$0.00
33	G4.B1.S2.A2	The principal and assistant principal will publish and communicate dates and thresholds for all collected data.	\$0.00
34	G4.B1.S2.A3	The principal will schedule and conduct data monitoring meetings with leadership team biweekly with clear duties assigned to responsible parties.	\$0.00
35	G4.B1.S2.A4	The Principal and CRT will schedule and conduct professional development for teachers on methods to share information with parents during conferences.	\$0.00

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<b>36</b>	<b>G4.B2.S1.A1</b>	<b>Teachers will have professional development on the Interactive Data Sheet so that they can use and share with parents effectively.</b>				<b>\$22,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0991 - Clay Springs Elementary	General Fund		\$22,000.00
<b>37</b>	<b>G4.B2.S1.A2</b>	<b>Teams will develop a rubric for reporting on academic work habits listed on K-5 report cards.</b>				<b>\$0.00</b>
<b>38</b>	<b>G4.B3.S1.A1</b>	<b>Homogeneously group students for reteaching each unit based on CRM disaggregated data.</b>				<b>\$0.00</b>
<b>39</b>	<b>G4.B3.S1.A2</b>	<b>Use of DPLC strategies of close reading and complex text in the reteach lessons.</b>				<b>\$0.00</b>
<b>40</b>	<b>G4.B3.S2.A1</b>	<b>Tutoring will be provided during the day after school and on Saturdays for all FSA level 1 and 2 students in ELA and Math.</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$22,000.00</b>