Chiefland Elementary School

2017-18 Schoolwide Improvement Plan

Chiefland Elementary School

1205 NW 4TH AVE, Chiefland, FL 32626

http://www.levyk12.org/schools

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	25%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 was approved by the Levy County School Board on 11/14/2017.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Chiefland Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff, parents and community work together to ensure the success of all students while cultivating their dreams for tomorrow.

b. Provide the school's vision statement.

We will be known forever by the tracks we leave.

2. School Environment

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

CES acknowledges that we have a diverse school population. We also recognize that the most important ways to learn about our students' cultures is to build relationships with them. Many of our teachers have embraced building relationships and are getting to know about students and their families. These relationships help us to meet students' needs both individually and collectively. Additionally, in order to foster a sense of community, we learn about our students' cultures by utilizing parent information nights, community involvement activities, and ESOL nights. For example, in the week before school starts, CES invites parents to a "Meet the Teacher" event. During this time, teachers and staff begin the relationship-building process with the students and families. Throughout the year, we also host luncheons and breakfasts that welcome families into our school. For parents who are unable to come to our events, we send information home with students, share it on our website and through social media.

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

An administrator and other staff members are visible at the bus loop and drop off area in the front of the school at the beginning and end of each day. This allows for the students to be greeted first thing in the morning upon arrival and as they exit our school. We conduct a variety of drills including bus evacuation, fire drills and lock downs. Control and supervision of the students is the responsibility of every member of the faculty and staff. The classroom teacher is responsible for maintaining order in their classroom, with assistance from administration as needed. Chiefland Elementary School is a closed campus, with visitors signing in through the front office with picture ID. Volunteer's must fill out necessary paperwork that must be signed by a Notary.
Character education is addressed through the PBIS program and teachers highlight a character trait each month. One of those school-wide expectations is for everyone on campus to be respectful. This includes faculty and staff. We expect the adults to model respectful behavior in their everyday interactions with students. Teachers are expected to set norms in their classrooms for respectful classroom discourse so that all students are heard and their opinions are respected.

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

At the beginning of the 2016-2017 school year, Mrs. Redd facilitated a training on classroom management and handling behaviors. At that time a protocol was established, and continues into the current school year. Minor behaviors are documented for data tracking purposes. Consequences for these minor incidents are handled in the classroom by the classroom teacher, and may include loss of privileges, time out, and loss of free play time. Major incidents are immediately referred by the teacher to the office. All three administrators and several other staff members are trained and certified in Non-Violent Crisis Intervention and are called on several times a week to assist teachers and staff when students need support. The protocol established that an administrator goes to the classroom to pick the student up and the teacher gives a written referral for the behavior. The written referral is to include previous interventions that the teacher has tried. The administrator checks the student's discipline record for previous referrals and to see if a behavior plan exists. If there is not a plan, the administrator decides on an appropriate consequence based on a progressive discipline routine and notifies the parent of the incident and consequence, and any further action that is needed. The administrator also informs the referring teacher of the consequence and any further action.
Behavior expectations were based on an outdated PBIS plan and were not clearly stated to teachers or students. Since then, a re-energized group of teachers and staff have relaunched the PBIS system and behavior expectations are clear and concise. The school-wide expectations for behavior are: Everyone (including adults) will be respectful, be responsible, be kind, be safe and be hard-working. These behavior expectations are in compliance with the school handbook, as well as the district student code of conduct. School handbooks and district student code of conduct were both sent home with each student the first week of school.
During the 2017-2018 school year, as part of our school improvement process, we are implementing CHAMPS. Teachers and administration were trained by the Florida Diagnostic & Learning Resource System (FDLRS), and continued follow-up is scheduled. Teachers are expected to write the steps of the CHAMPs system into their lesson plans so they are constantly referred to throughout lessons. If minor behaviors occur, teachers will intervene in the classroom. If the behaviors continue, they document these and the interventions used on a shared Google spreadsheet. The teacher makes contact with the parent to keep them informed and to seek their support with behavior management. If none of the strategies work and misbehavior continues or worsens to a major behavior, an office referral is written. If a major behavior occurs, administration is called to intervene as soon as possible.

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.

CES has a two full time school counselors to assist with the social -emotional needs of the students through individual and group counseling with the Second Step program. Upon receiving a student referral for guidance services from a staff member, our counselor meets with the student and/or parent to assess the current needs of the student. Through the district, CES has a social worker and a behavior specialist available for additional support. Outside referrals may be addressed for extended services such as Meridian Health, Haven Hospice and MDTP of UF. If needed, the guidance counselor, PST and/or IEP team will meet to develop a behavior plan to implement in the school and home environment. All CES students attend weekly guidance classes during special area time for the development of social/emotional and academic strategies to improve coping skills in both the school and home environment. CES also keeps a clothes closet for those students who may come to school inappropriately dressed for the weather or are in clothes that are dirty and/or ill-fitting. Our School also participates in the Food for Kids Backpack Program which supplies food for students who do not have access to food during weekends and school holidays.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

When students are absent for more than 2 days in a row, the classroom teacher attempts to make contact with the parent to let them know that the student is missed and is missing important academic information. This way the parent is aware that the school cares about their student's well-being and their academic success. Written notifications are sent home by the school counselor to parents regarding student's absences after they have missed 5 days and again after each subsequent absence up to 9 days. A problem solving team conference is conducted after 9 absences. The team, which includes the parent, discusses reasons for the absences and/or tardies/check-outs, how these are affecting the student's academic success and what can be done to help support regular attendance. Usually, an attendance goal is set and a contract is signed by all parties.

Written notifications and a personal phone call are provided to students receiving in school or out of school suspensions and parent conferences are required before the student returns to school.

Written notifications are sent home at the end of the 2nd and 3rd nine week grading periods to parents/guardians of students that are in danger of being retained.

We utilize two data bases, Skyward and Performance Matters, to monitor all of the early warning indicators. PST meetings are held monthly where early warning indicator data are reviewed. PST meetings are held with grade level teachers, administration, and guidance present. Students are tracked and the interventions are determined. Data is collected and progress is monitored.

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	27	14	17	15	17	3	0	0	0	0	0	0	0	93
One or more suspensions	5	4	6	11	10	19	0	0	0	0	0	0	0	55
Course failure in ELA or Math	10	8	16	9	9	0	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	46	49	64	0	0	0	0	0	0	0	159

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	20	35	14	34	41	12	0	0	0	0	0	0	0	156

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

We have Parent/Teacher Conferences with all parents that will meet at the end of each nine week grading period. We offer the option to conference at night two times per year in order to enable all parents to participate. For those parents who are unable to attend, teachers complete the parent conference forms and backpack those home to parents.

All students K-5 who have been identified as being in the lower quartile, based on FSA data(3-5), i-Ready data K-5) and other Classroom data (K-5) and students who have a course failure receive additional support within the Multi-tiered System of Support (MTSS). Strategies for intervention include the use of data to target areas in need of support, small group instruction on these targeted skills, use of leveled, decodable texts, and the use of intensive curricula. The MTSS is a fluid process

that is monitored every 20 school days. The goal is to address academic issues of concern with immediate feedback in order to prevent future failure. Therefore, students may move in and out of the Tier II or Tier III services with improvement. Strategies for these students include systematic instruction, additional exposures to standards and content, additional scaffolding, and flexibility in response and presentation.

Students identified in the EWS are discussed at data meetings, and Problem Solving Team meetings are scheduled if necessary. More frequent parent conferences will be scheduled as interventions are implemented and progress is monitored. The school counselor and Social Worker will implement home visits and more frequent parent communication as part of PST interventions.

CES incorporates the Support Facilitation model of ESE inclusion classes in all grade levels. Certified ESE teachers work with general education students as well as students that have IEP goals. In this model, students are not separated from the general education population as pull out support, but rather receive scaffolded instruction within the classroom. Speech and Language Specialists follow this same model and push in to support student learning rather than a pull out format.

There is a school wide PBIS plan using Tribal Tokens as a reward in a token economy. Students can earn Tokens throughout the week for both behavior and academic performance. Students trade them in for items at the school store, for classroom rewards, or for other rewards.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/444680.

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

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

Initial support for CES is provided through the PTO and SAC with monthly meetings to share and discuss academic and school-wide disaggregated data. We provide notice of meetings well in advance and through multiple means of communication, including email, the REMIND text school-wide texting service, and social media. Parents are able to provide feedback and suggestions during this time. Parents will also fill out an exit survey for school events to collect their input and suggestions for future events. We have made an intentional effort to increase communication and post copies of all plans and documents on our school website. Parent feedback is encouraged through email or phone. Additional support is extended with administration and guidance counselors speaking with key community organizations such as churches, businesses, Rotary Club, Chiefland Chamber of Commerce, CFCC,

Levy County School Foundation and local Veterans group to inform and update them with academic and social services provided by CES. The organizations are encouraged to volunteer and provide additional school support through programs such as tutoring, mentoring, fund raising, participation in school events, donations to the clothes closet and the Food4Kids backpack program. Current events are also extended out into the community through news releases with the local newspapers and through the school's monthly newsletter. We utilize a Facebook page for CES to share information about our school and encourage parent and community involvement. Our school has established a public relations role to promote school involvement in community events and ensure that the community is aware and invited to school events.

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
Redd, Lacy	Principal
Watkins, Aimee	Teacher, K-12
Gore, Kelly	Assistant Principal
Lloyd, Becky	Teacher, K-12
Wiggins, Salinda	Assistant Principal
Barron, Michelle	School Counselor
Momberg, Rebecca	Teacher, K-12
Beauchamp, Randi	Teacher, K-12
Mitchell, Aimee	Teacher, K-12
Rogers, April	Teacher, K-12
Smithers, Dana	School Counselor
Webber, Amy	Instructional Coach

b. Duties

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

The Lead PST Team aims to be a cohesive group of administration, instructional support leaders and grade level team leaders working together to problem-solve pressing school-wide issues. The CES Lead PST team will seek to implement a clear and strategic vision for CES, while also reviewing the effectiveness of core instruction and the implementation and coordination of the MTSS and SIP goals. The first topic of discussion will be school wide attendance issues, with later topics to include curriculum, assessments, data analysis, resources, staffing, school culture and other necessary changes. The core of the team (Administration and instructional support leaders will meet weekly. The additional members of the team will be invited to at least one of the weekly meetings per month, and more on an 'as needed' basis.

Roles: Each grade specific instructional member will represent their grade level team at each Lead PST Team meeting. Their role is to provide input and ideas that the team can implement to help solve school-wide problems. They will then share information from the meetings with their perspective team members concerning the focus of each meeting.

The Reading Coach and School Counselors are there to help facilitate the problem-solving process and to provide input regarding services and resources that may be available to the team.

The role of the administration (Principal and Assistant Principals') is one of active participants/leaders, to encourage communication between faculty and staff; facilitate the problem solving process; authorize the implementation of ideas and the use of resources in the process. The administration develops the agenda for each Leadership Team meeting.

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.

Grade level teams meet once every six weeks with administration, the Reading Coach and School Counselors. During these "Data" meetings, the team reviews and discusses class progress in relation to grade level data. Any students who are struggling to meet grade level standards are added to the Multi-tiered System of Support (MTSS) and interventions are implemented, documented, monitored and adjusted as needed. All members of the team provide input and offer suggestions for supporting students, and the grade level works together to group students in a fluid system of intervening and monitoring. Individual teachers provide feedback to the team and to parents regarding student progress toward grade level standards. Para-professionals also help provide support during regular instruction and during intervention.

In order to apply resources to make the highest impact, CES incorporates after school tutoring for students who were on the verge of scoring proficient on the Florida Standards Assessment (FSA) in Reading. Theses students' scale score was within a few points of the range for scoring a 3. With extra support and targeted intervention in after school tutoring, we feel we can have a positive impact on both their growth and proficiency.
Tutors use the i-Ready Instructional program and direct instruction using supplemental materials to differentiate as needed.

District Differentiated School Support - The district utilizes an MTSS model to determine levels of school support. CES is identified as a Tier 3 school. Four district staff personnel are assigned to work along side administration and teachers to support teaching and learning.

Title I, Part A: The school ensures the use of Title I, Part A funds are used in school wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process throughout the year to determine the needs and budget for the upcoming year. Once FSA scores are released, the administration and staff review the decisions made in the spring to determine what changes, if any, need to be made to assist student's academic achievement.

Title I, Part C Migrant: The Migrant Liaison provides services and support to student and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: Professional development for administrators and teachers.

Title III: Services are provided through the district for education materials and (ELL) district support services to improve the education of immigrant and English Language Learners. Students utilize Rosetta Stone Educational programs and Reading Assistant to improve their English fluency. The School ESOL Coordinator and the District ESOL coordinator met with administration at the beginning of the year to analyze data from the WIDA test to determine needs for each of our ELL students and

to place them in the program that would help them most.

Title X Homeless: The district social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs: The district provides a Wellness Plan that guides the school in developing their Wellness Plan. The District provides universal breakfast and lunch.

IDEA Part B-Professional Development, Paraprofessionals funded to work with our Students with Disabilities (SWD) and Reading Assistance as a supplemental resource.

SEDNET: Behavior Management Curriculum

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Michelle Barron	Teacher
Kari Bastow	Parent
Rebecca Brooks	Parent
Miriam Davis	Education Support Employee
Pamella Hatch	Teacher
Nina Hudson	Parent
Rebecca Lloyd	Teacher
Linda McElroy	Parent
Sandi McGee	Parent
David Renaud	Business/Community
Lynne Stockman	Parent
Bob Williams	Business/Community
Kelli Wilson	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was distributed to the SAC committee. SAC members were given the opportunity to review the document and provide input. Questions were asked and answers were explained to the SAC members. However, no changes were needed based on the discussions that took place.

b. Development of this school improvement plan

The data from the 2016-2017 school year was reviewed along with the School Improvement Plan from last year, with teachers parents and other stakeholders. A goal and strategies was identified by

leadership team based on school wide data and staff and parent surveys. Next, steps include getting further input from the SAC, peer review by the DSS (District School Support Team), and School Board Approval.

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

The budget is prepared by the principal.

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

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

The school is actively seeking new members for SAC. Specific community members and parents have been contacted directly and meeting dates and times have been changed to meet various needs. SAC meetings are advertised in the monthly newsletter as well as on social media and the marquee. SAC meetings are held in coordination with other school events to provide babysitting services for parents.

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
Redd, Lacy	Principal
Smithers, Dana	Teacher, K-12
Barron, Michelle	School Counselor
Mitchell, Aimee	Teacher, K-12
Watkins, Aimee	Teacher, K-12
Lloyd, Becky	Teacher, K-12
Webber, Amy	Instructional Coach
Beauchamp, Randi	Teacher, K-12
Momberg, Rebecca	Teacher, K-12

b. Duties

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

The major initiatives of the LLT (Reading Committee) will be to ensure school wide implementation of adopted programs/curriculum including Discovery Intensive Phonics, Reading Street, the Core Connections Writing strategies, I-Ready and Go Math. The committee will discuss and promote the use of high yield effective teaching strategies that include writing across the curriculum, higher order thinking/questioning, distributive summarizing, graphic organizers, advanced organizers and the use of reading logs. additionally, the team promotes Literacy Week in January.

During Literacy Week, guest speakers will be asked to read to groups of students. Students will participate in dress up days associated with books that they have chosen to read.

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.

Administration will have an open door policy to allow for open communication regarding work related issues from faculty and staff members to freely express themselves in a professional manner. Working together as a team, providing mutual respect to coworkers and compromising for the greater good for student success will be modeled by Lead Team members. Weekly grade level team meetings will be attended by teachers and administration to collaborate on weekly plans. Master schedule has been organized so that all instructional staff have a common planning time. The school utilizes a Google Calendar for events and meetings so all staff can stay current on events. We have created a large bulletin board for staff to recognize one another for positive actions. Time is allotted at every faculty meeting for "star" moments where staff can present one another with stars inscribed with what they appreciate about that person. As admin conducts informal walk-trough observations, they note positive instructional strategies in use. The administrative team sends out emails to the instructional staff praising these "Tribal Triumphs".

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

We will also use informational and recruiting tools such as participating in job and career fairs, utilizing the internet, and networking with other local districts to recruit highly qualified, certified, effective teachers, especially those who certified in teaching Reading or who have earned a Reading Endorsement. The principal will be responsible for recruiting and retaining teachers through processes that seek feedback from new teachers. The principal will meet after 30, 60 and 90 days of the new hire's employment to ask about the teacher's needs, to get the new teacher's perspective and input, and to problem solve if necessary. Additionally, we offer mentors to new teachers, conduct walk-through observations and provide immediate feedback to teachers to help develop new and struggling teachers improve their instruction, and we utilize the Reading Coach to provide both lesson planning support and lesson modeling for those we identify as developing or those who ask for it. We use data and observation feedback to determine needs for professional development and provide that to teachers on an ongoing basis.

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

Our teachers will be assigned mentors during their first two years of teaching. These mentors will be teachers who have shown effective instructional strategies and student progress; and they must have Clinical Educator Training. Each year we send two teachers to the Clinical Educator Training.

A teacher induction training was provided by the district for first year, second year, and Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that minimize behavior and discipline issues and make the most effective use of instructional time by designing a classroom environment that is conducive to learning.

The mentors also received training in communicating with their beginning teachers in order to help them become reflective practitioners. Mentors use a checklist of items that is reviewed each month with their beginning teacher. This ensures that teachers are provided with timely support throughout the school

year. Topics are divided into the four domains based upon Charlotte Danielson's work, which is our evaluation system.

Those teachers whose final evaluation indicate the need for additional support in specific areas will be assigned a mentor.

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.

Levy County Schools adopted Scott Foresman Reading Street Curriculum for reading. Reading Street is one of the Florida approved state adopted reading curricula. It includes a multi-tiered approach and is correlated and aligned to the Language Arts Florida Standards. Reading Street has a balanced approach of fiction and non fiction, includes complex texts, topics that build content knowledge, incorporates writing activities, uses researched based high yield reading strategies (Close Reading), and includes a complete assessment package in order to screen, progress monitor (formative) and assess summative measures. The school district also continues to provide i-Ready online curriculum from Curriculum Associates as a diagnostic, intervention and instructional program. The i-Ready Reading and Math instruction programs are directly correlated to the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS). To address phonological awareness and phonics in kindergarten through third grade, we utilize the Horizons Discovery Intensive Phonics curriculum.

Our District adopted, state approved math curriculum is Go Math from Houghton Mifflin. After the adoption, we recognized that the series did not fully align to the rigor of the MAFS as well as we anticipated. In order to supplement the Go Math series, teachers utilize i-Ready online instruction and Ready text materials. Additionally, teachers were provided professional development on the Unify test item banks and how to utilize those banks to create standards based assessments. Instructional staff follow curriculum maps that are aligned to Florida's standards and many of our staff have participated in their creation and/or revision.

Teachers in grades 3-5 utilize the National Geographic Curriculum for Science instruction. K-2 teachers. Those in Kindergarten through 2nd grade use AIMS Science curriculum and incorporate CPALMS science lessons in their curriculum.

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.

Administration and the reading coach regularly monitor data through Performance Matters and other data sources. Data meetings are held with each grade level on a six week rotation to discuss improvements or concerns based on progress monitoring tools such as formative assessments, student work, fluency and the OPM provided in I-Ready.
In between, their grade level data meetings, teachers review data in their weekly team meetings to inform instruction. The Reading Coach and an administrator, when available, attend weekly grade level planning meetings. During these weekly meetings, students in the Multi-tiered System of Support (MTSS) process,Tier 2 and Tier 3, are discussed and their progress is monitored. Day to day

classroom decisions on groupings and strategies are also made at this time.

Professional Development has been provided to teachers to give them strategies on differentiated instruction for whole group and in centers. Teachers have also been trained in Universal Design for Learning (UDL). Teachers use these strategies to address the wide range of needs present at CES. For those students having difficulty attaining the proficient or advanced level on state assessments, intervention time has been included in the daily schedule. This time is in addition to the 120 minute reading block. During this intervention time, teachers and support personnel work with students in small groups to fill in gaps in both reading and math. Students in the Multi-Tiered System of Support (MTSS) process are included in these small groups and also receive small group support during the 120 minute reading block. Teachers also use the supplemental resources Snap and Read and Universal Co-Writer.

Additionally, each grade level has at least two classes that serve students with disabilities in either the the CO-Teach model or the Support Facilitation Model. These students are in classes with their non-disabled peers and have a Regular Education Certified teacher. During Reading and Math instruction, a teacher certified in Exceptional Student Education along with an educational support aide comes into the class to to teach along side the general education teacher. This way students with disabilities are supported, along with other struggling and average students. Teachers have access to the supplemental resources Snap and Read and Universal Co-Writer to support Students with Disabilities and other students in need.

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: 2,400

CES provides an after-school tutoring program to students who are scoring below proficiency in reading and mathematics. This program allows certified instructional personnel the opportunity to assist students who are struggling in specific areas of need. This will allow the school to help close the academic gaps.

Strategy Rationale

The use of an extended school day program provides additional time for student practice and small group instruction with a teacher for differentiated instruction. This allows the teacher to focus on specific student needs and allows them to preview and review specific standards. The teacher incorporates higher order thinking strategies throughout all instructional activities. These often include performance tasks that require students to synthesize, analyze, and apply concepts that they have learned.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Webber, Amy, amy.webber@levyk12.fl.us

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

The use of built-in progress monitoring will be used for programs such as Moby Max, Reading Assistant, and I-Ready. We will also monitor progress through school assessments.

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, §
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.

Early childhood teachers are involved with professional development opportunities that pertain to them. The administration will develop a plan to allow time for the early childhood teachers to meet with the kindergarten teachers to discuss vertical alignment and expectations. Our school administrators communicate with the local day care centers sharing our school's expectations with their staffs. Learning strategies and activities will be sent to any parent in the community who has a four year old child providing information for the parent to use with their child prior to enrollment in our school for the following school year. Students in our Pre-K program will receive an explicit curriculum called Little Treasures. Pre-K students are evaluated using FLKRS to determine student readiness for Kindergarten. All students are invited to our kindergarten "Round Up" for early screening to determine placement needs for the upcoming school year for kindergarten. Laura Klock, the District Coordinator of Pre-K and Student Services, also provides various professional development throughout the year, and Pre-K teachers receive professional development when they attend Summer Camp provided by Florida Diagnostic & Learning Resource System (FDLRS).

Outgoing cohorts include our 5th grade students transitioning to 6th grade. We support this transition by gradually introducing more independence in student activities and changing classes through the use of departmentalizing core subject areas. Near the end of the school year, we walk our 5th grade students to the middle school for a tour of the school and a program from the administrator there on middle school expectations.

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.

CES follows instructional curriculum in all content areas that are based on College and Career Readiness standards for elementary schools. Therefore building the foundation for students to achieve success. 5th grade science is implementing computer skills into the core curriculum to prepare students to take the digital tools certification called IC3 Spark.

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

While we saw growth in Reading and Math, we still struggle to get students to proficiency. We had 52 % of our students make learning gains in ELA and 56% of our bottom quartile made learning gains. However, only 44% of third, fourth and fifth graders were proficient in ELA. Our Mathematics learning gains were also an area of strength. While 52% of the students taking the FSA showed proficiency in math , and 60% of our students made learning gains in math, only 44% of our bottom quartile made gains. Our Science achievement is also an area of concern since only 48% of our fifth graders were proficient on the Science FCAT test. Our three year trend data for ELA shows slight improvement in Reading achievement, but only 4 points over the span of time. Our EWS data shows that our discipline and attendance are issues.

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

Students must be in class to receive the instruction and the instruction that they receive must be of high quality and meet the rigor of the Florida Standards. Our discipline occurrences were high and the most often used action is to remove the student from the classroom where instruction is taking place. This may be a contributing factor to tour inability to move more students to proficiency in reading. Teachers have not collaborated with lesson planning and new and/or weak teachers are not learning how to write rigorous and engaging reading lessons.

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.　All ELA teachers will collaboratively develop high-quality Reading lessons and teachers will consistently implement these lessons in their classrooms to improve Reading achievement

G2.　Students' time-on-task in all academic areas will increase and off-task, disengaged and inappropriate behaviors will decrease, thereby increasing student achievement.

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. All ELA teachers will collaboratively develop high-quality Reading lessons and teachers will consistently implement these lessons in their classrooms to improve Reading achievement `1a`

🔍 G098842

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- When teachers meet during common planning time, their focus is not on using ELA data to guide instruction and plan lessons

- Teachers need support to implement best practices in core instruction and in intervention

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

- Reading Street

- Discovery Intensive Phonics Curriculum and online program

- i-Ready Online Lessons

- Ready LAFS materials

- Core Connections Writing strategies

- UDL strategies training

- Reading Assistant

Plan to Monitor Progress Toward G1. `8`

i-Ready Reading diagnostic data, Reading fluency data, phonics data, writing data, and weekly test data will be collected and reviewed through out the year to determine progress toward the goal and targets.

Person Responsible

Salinda Wiggins

Schedule

Weekly, from 9/21/2017 to 5/31/2018

Evidence of Completion

Increases in reading proficiency across all grade levels on I-Ready; improvement in reading fluency and improved writing test scores will demonstrate that progress is being made toward the target.

G2. Students' time-on-task in all academic areas will increase and off-task, disengaged and inappropriate behaviors will decrease, thereby increasing student achievement. `1a`

🔍 G098843

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	60.0
Discipline incidents	200.0
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal `3`

- Teachers and staff are not using a system to reward positive behaviors.

- Teachers are need support with classroom management, specifically skills to prevent behavior problems before they start.

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

- Florida Diagnostic & Learning Resources System (FDLRS) Trainings

- Florida's Positive Behavior Interventions & Support Project (PBIS) training

- CHAMPS: A Proactive & Positive Approach to Classroom Management Teacher Textbooks

Plan to Monitor Progress Toward G2. `8`

Discipline data, I-Ready Reading and Math diagnostic data, Reading and math fluency data, and Science and writing assessment data will be collected to determine progress towards .

Person Responsible
Amy Webber

Schedule
Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion
The number of office referrals should decrease from this time last year and academic data should show an increase in student proficiency in the areas of Reading, Math and Science.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. All ELA teachers will collaboratively develop high-quality Reading lessons and teachers will consistently implement these lessons in their classrooms to improve Reading achievement `1`

🔑 G098842

> **G1.B1** When teachers meet during common planning time, their focus is not on using ELA data to guide instruction and plan lessons `2`
>
> 🔑 B266058

> > **G1.B1.S1** Grade level teams of teachers will meet at least once per nine weeks in a six week rotation with the Leadership team to analyze and discuss student data in order to make better academic decisions for planning; With support from the Reading Coach, teams will meet weekly to plan lessons together to improve the quality of the lessons. `4`
> >
> > 🔑 S281993

> > **Strategy Rationale**
> >
> > When teachers meet regularly to review data, they have a better understanding of the needs of their students and how to address those needs. This time also gives them more opportunities to collaborate with each other under the guidance of administration and the Reading Coach. Teachers who need support are able to ask questions and get feedback on their instructional practices.

> > **Action Step 1** `5`

> > Meetings will be scheduled using Google Calendar and will be held every Thursday with a different grade level. The Reading Coach will collect and distribute data and the administrator assigned to each particular grade level will lead discussions regarding the data in all areas of Reading.

> > **Person Responsible**
> >
> > Lacy Redd

> > **Schedule**
> >
> > Weekly, from 8/17/2017 to 5/17/2018

> > ***Evidence of Completion***
> >
> > Agendas and meeting notes

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

The Reading Coach will keep a log of her interactions with teacher and how she is supporting lesson planning with teams. Data meetings will be planned on the school meeting calendar and an agenda will be followed and minutes of each meeting will be recorded.

Person Responsible

Amy Webber

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Reading coach logs; data meeting agendas and minutes; teacher lesson plans

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

If this action is effective, we will see an increase in student achievement in ELA on the third i-Ready diagnostic assessment.

Person Responsible

Salinda Wiggins

Schedule

Evidence of Completion

Test 3 I-Ready Diagnostic Assessment school-wide data

G1.B2 Teachers need support to implement best practices in core instruction and in intervention [2]

🔑 B266059

G1.B2.S1 Teachers will participate in high quality professional development opportunities. [4]

🔑 S281994

Strategy Rationale

There are vast ranges in the experience and effectiveness of our teachers including those who are brand new and those who otherwise need support

Action Step 1 [5]

The Reading Coach and Administration will present multiple professional development opportunjities throughout the year based on the needs of teachers identified during classroom walk through and formal observations, student data, and teacher input. These trainings include the essential components of the 120 minute Reading block, including planning for whole group and small group instruction; the use of the Horizons Discovery Intensive Phonics supplemental online program for k-3 teachers; best practices for planning and delivering intervention a services in ELA and Math; and the District presented Core Connections writing training.

Person Responsible

Salinda Wiggins

Schedule

Evidence of Completion

Agenda for meeting; participant sign in sheet; Teachers will create a plan for how their reading block will be designed. Wiggins will collect these.

Action Step 2 [5]

Administration will monitor the implementation of strategies presented in these trainings through classroom walk through observations, formal observations, monitoring teacher lessons plans as they are submitted digitally, and discussions during grade level data chats.

Person Responsible

Lacy Redd

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walk through data, minutes from data meetings with teams, teacher lesson plans with straegies written in

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

Classroom walk through observations will be conducted regularly by all three administrators. Administrators will look for evidence of implementation of strategies from the various professional developments and evidence of best practices for teaching and instruction.

Person Responsible

Lacy Redd

Schedule

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

Evidence of Completion

Classroom walk-through data from True North Logic; notes from informal walk through observations; and notes from feedback given to teachers

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

A professional development calendar will be kept and teachers will submit followup after each PD.

Person Responsible

Amy Webber

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

agendas, Teacher sign in sheets, and follow up forms.

G2. Students' time-on-task in all academic areas will increase and off-task, disengaged and inappropriate behaviors will decrease, thereby increasing student achievement. 1

🔑 G098843

G2.B1 Teachers and staff are not using a system to reward positive behaviors. 2

🔑 B266061

G2.B1.S1 Revise and relaunch the Positive Behavior Interventions & Support (PBIS) school-wide system. 4

🔑 S281995

Strategy Rationale

The PBIS System sets and teaches behavioral expectations for students. One component of the system reinforces positive behaviors such as being on task and working hard. When clear expectations are set for students and when students are rewarded for positive behavior choices, they will spend more time in the learning environment, and engaged in learning activities.

Action Step 1 5

Select members of the PBIS team and train them at the PBIS TIER I Team Training provided by the District ESE department where they will revise the current plan. this team will present and train the revised plan to the faculty and will present the revised plan to students. Administration will set the expectation that teachers are using the PBIS rewards systems including: rewarding positive referrals, distributing Tribal Tokens; participating in Student of the Month ceremonies; reading books on video reinforcing the school wide expectations, and recognizing teachers for their efforts to implement the program.

Person Responsible

Lacy Redd

Schedule

Evidence of Completion

Participant sign in sheets; written revised PBIS plan, increased number of positive referrals and decreased number of discipline referrals.

Action Step 2 `5`

Create Google Drive file to house teacher resources to support the implementation of the PBIS plan and program. Add documents to the folder and remind teachers to use the resources in the folder.

Person Responsible

Salinda Wiggins

Schedule

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

Evidence of Completion

https://drive.google.com/drive/u/0/folders/0B3lEC_5YSV2PRllraGwxcnBQblU

Action Step 3 `5`

Invite Florida Diagnostic & Learning Resource System (FDLRS) to come work with grade level teams to understand what behavior interventions are and how to develop and implement them in their classrooms.

Person Responsible

Lacy Redd

Schedule

Evidence of Completion

Behavioral data indicating fewer office referrals; Office referrals will indicate what behavior interventions have been implemented, the length of time and results.

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

PBIS updates will be presented at monthly faculty meetings by the PBIS team

Person Responsible

Salinda Wiggins

Schedule

Monthly, from 9/19/2017 to 5/22/2018

Evidence of Completion

Positive behavior referrals; Student of the month records; Videos of administration reading about school wide expectations from YouTube; Sign in sheets from the school store where students have used their tokens; PBIS team meeting agendas and notes

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

Discipline data will be collected regularly and reviewed with teams at data meetings.

Person Responsible

Kelly Gore

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Skyward discipline data, data meeting agendas and minutes collecting teacher input.

G2.B2 Teachers are need support with classroom management, specifically skills to prevent behavior problems before they start. 2

🔍 B266062

G2.B2.S1 Implement the CHAMPs model of classroom management schoolwide 4

🔍 S281996

Strategy Rationale

Research shows that effective classrooms, ones in which students are academically successful, teachers establish smooth efficient classroom routines; directly teach students how to be successful; interact with students in positive caring ways; provide incentives, recognition, and rewards to promote excellence; and set clear standards for classroom behavior and apply them fairly and consistently. The CHAMPS model is designed to help teachers develop a classroom management plan that meets these criteria and that is proactive, positive, and instructional.

Action Step 1 5

Train teachers in the CHAMPS model of classroom management during pre-planning

Person Responsible

Lacy Redd

Schedule

Evidence of Completion

Participant sign in sheet; Classroom Walk-through data indicating implementation of learned strategies

Action Step 2 5

Use Faculty meeting time to review chapters in the CHAMPS book so that teachers are reminded to use the strategies in their daily lessons. Allow for time for teachers to share how the implementation is working in their own classrooms.

Person Responsible

Salinda Wiggins

Schedule

Monthly, from 9/26/2017 to 6/1/2018

Evidence of Completion

Faculty meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will collect evidence that teachers are using the CHAMPs program during classroom walk though observations and formal observations;

Person Responsible

Lacy Redd

Schedule

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

Evidence of Completion

Classroom walk through data and formal observation data from Domain 2-Classroom Environment.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teacher lesson plans will be monitored by administration for evidence of CHAMPs strategies written in.

Person Responsible

Lacy Redd

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher digital lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔑 M412816	If this action is effective, we will see an increase in student achievement in ELA on the third...	Wiggins, Salinda	5/31/2018	Test 3 I-Ready Diagnostic Assessment school-wide data	No End Date one-time
G1.B2.S1.A1 🔑 A380510	The Reading Coach and Administration will present multiple professional development opportunjities...	Wiggins, Salinda	8/15/2017	Agenda for meeting; participant sign in sheet; Teachers will create a plan for how their reading block will be designed. Wiggins will collect these.	No End Date one-time
G2.B1.S1.A1 🔑 A380512	Select members of the PBIS team and train them at the PBIS TIER I Team Training provided by the...	Redd, Lacy	6/26/2017	Participant sign in sheets; written revised PBIS plan, increased number of positive referrals and decreased number of discipline referrals.	No End Date one-time
G2.B1.S1.A3 🔑 A380514	Invite Florida Diagnostic & Learning Resource System (FDLRS) to come work with grade level teams to...	Redd, Lacy	10/17/2017	Behavioral data indicating fewer office referrals; Office referrals will indicate what behavior interventions have been implemented, the length of time and results.	No End Date one-time
G2.B2.S1.A1 🔑 A380515	Train teachers in the CHAMPS model of classroom management during pre-planning	Redd, Lacy	8/2/2017	Participant sign in sheet; Classroom Walk-through data indicating implementation of learned strategies	No End Date one-time
G2.MA1 🔑 M412825	Discipline data, I-Ready Reading and Math diagnostic data, Reading and math fluency data, and...	Webber, Amy	9/6/2016	The number of office referrals should decrease from this time last year and academic data should show an increase in student proficiency in the areas of Reading, Math and Science.	6/2/2017 monthly
G1.B1.S1.A1 🔑 A380509	Meetings will be scheduled using Google Calendar and will be held every Thursday with a different...	Redd, Lacy	8/17/2017	Agendas and meeting notes	5/17/2018 weekly
G2.B1.S1.MA1 🔑 M412822	PBIS updates will be presented at monthly faculty meetings by the PBIS team	Wiggins, Salinda	9/19/2017	Positive behavior referrals; Student of the month records; Videos of administration reading about school wide expectations from YouTube; Sign in sheets from the school store where students have used their tokens; PBIS team meeting agendas and notes	5/22/2018 monthly
G1.MA1 🔑 M412820	i-Ready Reading diagnostic data, Reading fluency data, phonics data, writing data, and weekly test...	Wiggins, Salinda	9/21/2017	Increases in reading proficiency across all grade levels on I-Ready; improvement in reading fluency and improved writing test scores will demonstrate that progress is being made toward the target.	5/31/2018 weekly
G1.B1.S1.MA1 🔑 M412817	The Reading Coach will keep a log of her interactions with teacher and how she is supporting lesson...	Webber, Amy	8/10/2017	Reading coach logs; data meeting agendas and minutes; teacher lesson plans	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M412818	A professional development calendar will be kept and teachers will submit followup after each PD.	Webber, Amy	8/10/2017	agendas, Teacher sign in sheets, and follow up forms.	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M412819	Classroom walk through observations will be conducted regularly by all three administrators....	Redd, Lacy	8/14/2017	Classroom walk-through data from True North Logic; notes from informal walk through observations; and notes from feedback given to teachers	5/31/2018 weekly
G1.B2.S1.A2 🔑 A380511	Administration will monitor the implementation of strategies presented in these trainings through...	Redd, Lacy	8/10/2017	Classroom walk through data, minutes from data meetings with teams, teacher lesson plans with straegies written in	5/31/2018 weekly
G2.B1.S1.MA1 🔑 M412821	Discipline data will be collected regularly and reviewed with teams at data meetings.	Gore, Kelly	8/10/2017	Skyward discipline data, data meeting agendas and minutes collecting teacher input.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M412823	Teacher lesson plans will be monitored by administration for evidence of CHAMPs strategies written...	Redd, Lacy	8/10/2017	Teacher digital lesson plans.	5/31/2018 biweekly
G2.B2.S1.MA1 M412824	Administration will collect evidence that teachers are using the CHAMPs program during classroom...	Redd, Lacy	8/14/2017	Classroom walk through data and formal observation data from Domain 2-Classroom Environment.	5/31/2018 monthly
G2.B1.S1.A2 A380513	Create Google Drive file to house teacher resources to support the implementation of the PBIS plan...	Wiggins, Salinda	8/14/2017	https://drive.google.com/drive/u/0/folders/0B3lEC_5YSV2PRllraGwxcnBQblU	6/1/2018 monthly
G2.B2.S1.A2 A380516	Use Faculty meeting time to review chapters in the CHAMPS book so that teachers are reminded to use...	Wiggins, Salinda	9/26/2017	Faculty meeting agendas	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. All ELA teachers will collaboratively develop high-quality Reading lessons and teachers will consistently implement these lessons in their classrooms to improve Reading achievement

G1.B2 Teachers need support to implement best practices in core instruction and in intervention

G1.B2.S1 Teachers will participate in high quality professional development opportunities.

PD Opportunity 1

The Reading Coach and Administration will present multiple professional development opportunjities throughout the year based on the needs of teachers identified during classroom walk through and formal observations, student data, and teacher input. These trainings include the essential components of the 120 minute Reading block, including planning for whole group and small group instruction; the use of the Horizons Discovery Intensive Phonics supplemental online program for k-3 teachers; best practices for planning and delivering intervention a services in ELA and Math; and the District presented Core Connections writing training.

Facilitator

Amy Webber & Salinda Wiggins

Participants

K-5 ELA teachers

Schedule

G2. Students' time-on-task in all academic areas will increase and off-task, disengaged and inappropriate behaviors will decrease, thereby increasing student achievement.

G2.B1 Teachers and staff are not using a system to reward positive behaviors.

G2.B1.S1 Revise and relaunch the Positive Behavior Interventions & Support (PBIS) school-wide system.

PD Opportunity 1

Invite Florida Diagnostic & Learning Resource System (FDLRS) to come work with grade level teams to understand what behavior interventions are and how to develop and implement them in their classrooms.

Facilitator

Cindy Leannah, FLKRS

Participants

All classroom teachers

Schedule

G2.B2 Teachers are need support with classroom management, specifically skills to prevent behavior problems before they start.

G2.B2.S1 Implement the CHAMPs model of classroom management schoolwide

PD Opportunity 1

Train teachers in the CHAMPS model of classroom management during pre-planning

Facilitator

FDLRS Cindy Leannah

Participants

CES faculty

Schedule

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	Meetings will be scheduled using Google Calendar and will be held every Thursday with a different grade level. The Reading Coach will collect and distribute data and the administrator assigned to each particular grade level will lead discussions regarding the data in all areas of Reading.	$0.00
2	G1.B2.S1.A1	The Reading Coach and Administration will present multiple professional development opportunjities throughout the year based on the needs of teachers identified during classroom walk through and formal observations, student data, and teacher input. These trainings include the essential components of the 120 minute Reading block, including planning for whole group and small group instruction; the use of the Horizons Discovery Intensive Phonics supplemental online program for k-3 teachers; best practices for planning and delivering intervention a services in ELA and Math; and the District presented Core Connections writing training.	$0.00
3	G1.B2.S1.A2	Administration will monitor the implementation of strategies presented in these trainings through classroom walk through observations, formal observations, monitoring teacher lessons plans as they are submitted digitally, and discussions during grade level data chats.	$0.00
4	G2.B1.S1.A1	Select members of the PBIS team and train them at the PBIS TIER I Team Training provided by the District ESE department where they will revise the current plan. this team will present and train the revised plan to the faculty and will present the revised plan to students. Administration will set the expectation that teachers are using the PBIS rewards systems including: rewarding positive referrals, distributing Tribal Tokens; participating in Student of the Month ceremonies; reading books on video reinforcing the school wide expectations, and recognizing teachers for their efforts to implement the program.	$0.00
5	G2.B1.S1.A2	Create Google Drive file to house teacher resources to support the implementation of the PBIS plan and program. Add documents to the folder and remind teachers to use the resources in the folder.	$0.00
6	G2.B1.S1.A3	Invite Florida Diagnostic & Learning Resource System (FDLRS) to come work with grade level teams to understand what behavior interventions are and how to develop and implement them in their classrooms.	$0.00
7	G2.B2.S1.A1	Train teachers in the CHAMPS model of classroom management during pre-planning	$0.00
8	G2.B2.S1.A2	Use Faculty meeting time to review chapters in the CHAMPS book so that teachers are reminded to use the strategies in their daily lessons. Allow for time for teachers to share how the implementation is working in their own classrooms.	$0.00
		Total:	$0.00