

Clay County Schools

# Argyle Elementary School



2017-18 Schoolwide Improvement Plan

## Argyle Elementary School

2625 SPENCERS PLANTATION BLVD, Orange Park, FL 32073

<http://aes.oneclay.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	56%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Argyle Elementary School is to equip students with the skills needed to forge the future's next discoveries, inventions, solutions and adventures in a world of new possibilities.

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

The School District of Clay County and Argyle Elementary School exist to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

#### 2. School Environment

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

Teachers and administration learn about our diverse school population through daily interaction with students and families. AES offers a wide variety of teacher sponsored after-school activities and clubs which help to build strong teacher student relationships.

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

Argyle Elementary School has participated in Randy Sprick's Safe & Civil Schools training. This has helped us to look at day to day operating procedures, leading to a change in arrival and dismissal methods, creating a more controlled and safe environment. Additionally, the team focused on making the playground safer by adding additional equipment and playground areas to lesson overcrowding, creating and teaching rules for appropriate playground safety and use and training teachers on expected supervision of students.

##### 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.

A Foundations team has been established with administration and members of each grade level. This team attends trainings and works with staff to establish school wide rules and policies which foster a safe and orderly climate across all school settings. Teachers are CHAMPS trained and implement CHAMPS in the class room to establish and maintain a composed, engaging learning environment, and provide continuity of behavior expectations throughout the school.

##### 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.

All students/families are required to sign and return the Code of Conduct created by Clay County School District to ensure that they know and understand the rules and expectations that are determined to provide a supportive, quality educational experience. At Argyle, the implementation of the Foundations process, along with CHAMPS creates a safe environment for students across all school settings. Additionally, the Making Meaning Reading Program and Being a Writer writing program include a social/emotional component that is embedded into reading and writing lessons. For more specific student needs, social skill training is offered to students who need development in this

area. The guidance counselor, a behavior site coach and military counselor are available for student and family support. A social worker assigned to the school one day per week, is utilized to seek resources from outside agencies for students in need of more advanced counseling.

### 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.

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

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

### 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?

No

##### 1. PFEP Link

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

## 2. Description

The school holds a parent volunteer training/meeting to introduce parents/community members to the school. A volunteer coordinator acts as a liaison with parents and community members. The school's Parents In Education group is an active group that provides communication between school and parents.

Family nights are held at local businesses such as Brewsters Ice Cream, Chick-Fil-A, Freddy's, Tropical Smoothie and McDonalds. The Focus Parent Portal can be used by parents to check on their child's grades, assignments, attendance, discipline and report card grades in real time. Periodic opportunities are held for parents to come to the school after regular hours to register and verify identity to access the portal. Each grade level has an Orientation and Back to School Night where parents and students are informed about the curriculum taught, school/ classroom expectations and activities/ programs/clubs offered to the students. The Parentlink Parent Communication Program is used throughout the year to call and/or email parents as reminders or to keep them apprised of school events. Teachers communicate with the parents through phone calls, the use of email and programs such as DOJO. Evening conferences are held after the first quarter to accommodate working parents. The School Advisory Council conducts a Climate Survey with the parents each spring seeking input into the policies, procedures and Argyle's standing in the community.

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

The school holds a parent volunteer training/meeting to introduce parents/community members to the school.

A volunteer coordinator acts as a liaison with parents and community members. Family nights are held at local businesses such as Brewsters Ice Cream, Chick-Fil-A, Freddy's, Tropical Smoothie and McDonalds. Students from the local high school volunteer at the school in many ways such as participating in facility enhancement and working at our 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
Ward, Angela	Principal
Corsi, Michelle	Assistant Principal
Cordo-Shaw, Melissa	Teacher, K-12
Ayers, Jessica	Teacher, K-12
Sutton, Tammy	Teacher, K-12
Smith, Cathy	Teacher, K-12
Smith, Lori	Teacher, K-12
Runte, Terry	Teacher, K-12
Suarez, Jamie	Teacher, K-12
Daniels, Susan	Teacher, K-12
Smith, Rena	Teacher, K-12
Thomas, Emily	Teacher, K-12

**b. Duties**

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

The School Based Leadership Team (SBLT) is comprised of a teacher from each grade level, including ESE and administrators. Each team member is responsible for helping to make data-based decisions using student data and grade appropriate benchmarks and expectations. The SBLT member shares information pertaining to the Multi Tiered Support System with their grade level teams and helps guide their grade level's data conversations during team 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.**

Each grade level agrees upon particular assessments that all teachers will administer per quarter in addition to the County's assessments. Teams are formed to create grade level assessments. Teachers use the data from ongoing assessments to drive instruction. Each quarter, the SBLT meets to analyze the data to determine if there are certain areas of need within the core instruction. If the data reveals learners who are not meeting the benchmarks, the SBLT discusses ways to supplement the core curriculum with additional instructional strategies or materials and ways to differentiate instruction to make these learners successful. More targeted support for these students in need may include programs like LLI, SIPPS, iReady and Achieve 3000.

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

**a. Membership**

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

Name	Stakeholder Group
Angela Ward	Principal
Jane Ledbetter	Teacher
Rene Dyal	Education Support Employee
Kristin Brinlee	Parent
Wendy Gregware	Parent
Samantha Walters	Parent
Desiree Griffin	Parent
Sherry Walker	Parent
Andrea Fritz	Parent
Joy Clark	Teacher
Emily Thomas	Teacher

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

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**

We reviewed last year's school improvement plan and found that it was implemented successfully. The strategies and action steps were carried out with effectiveness as evidenced through lesson plans, walk through observations and formal observations. The effectiveness of these strategies and fidelity of the action plan yielded us to strive for a school grade of an A.

*b. Development of this school improvement plan*

The teachers and administration on the SAC play a more significant role, along with all other faculty members, in analyzing the school data to determine the targeted areas of growth for the SIP. SAC has a role in providing suggestions on ways we can overcome the barriers we face in each academic goal of our plan.

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

There currently is not a budget for SAC. No funds were allocated.

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

There is no budgeted SAC money.

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

Yes

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

The school has a minimum of

**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
Ward, Angela	Principal
Smith, Lori	Teacher, K-12
Miller, Traci	Teacher, K-12
Anderson, Connie	Teacher, K-12
Ledbetter, Jane	Teacher, K-12
Daniels, Susan	Teacher, K-12
Thomas, Emily	Teacher, K-12

**b. Duties**

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

The Literacy Leadership Team works together to plan events for Just Read Florida's Celebrate Literacy Week, ongoing reading incentives, and maintains a book swap in the summer for families to borrow books.

**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.**

Opportunities are provided during common planning and PLC time for teachers that are committed to learning new standards, analyzing data, reviewing student work, creating assessments and discussing a variety of topics such as struggling students and ways to support them, successes in the classroom, lesson ideas and teacher/ student collaboration.

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

Angela Ward, the principal, has coursework at the University of North Florida that gives her opportunities to partner with them as a liaison and be involved in activities such as mock interviews. In an effort to retain highly qualified teachers, we partner our new teachers with an experienced teacher.

We retain highly qualified, certified-in-field effective teachers in the following ways:

1. Reduced class size (FL DOE)
2. Comprehensive professional development
3. Uninterrupted reading block
4. Technology resources (3 labs)
5. Behavior coach to support teachers with strategies for challenging students
6. Leveled libraries to support guided reading and IDR
7. Training on best practices strategies
8. Active Parents in Education Group

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

Teachers who are in the TIP program are partnered with a highly qualified teacher on the same grade level.

Common planning and PLCs provide weekly mentoring for new teachers. Our district has a program called BEST to support our newly appointed first year teachers. Our district also provides a variety of professional development courses online to support our teachers.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The district curriculum specialists create a curriculum map aligned with Florida State Standards and pacing guides to assure that all standards are taught throughout the school year. The core reading, writing, math, science and social studies programs are aligned to the standards. The framework for Intentional and Targeted Teaching follows best practices to ensure that Florida State Standards are met.

#### **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.**

Teachers maintain ongoing data to show individual student progress in the core areas that they teach: ELA, Math, Science, Social Studies, with various indicators to progress monitor individual student proficiency. This data is used to drive instruction. Data from these progress monitoring sheets is used to make instructional decisions for students. Students can be placed into small group instruction for remediation or enrichment, after school tutoring, in school tutoring, or have an MTSS plan created to meet their individual needs.

**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:** 3,600

Argyle offers a variety of enrichment clubs and activities for multiple grade levels: Jogging Club, Garden Club, Science Club, STEM competitive Robotics and Junior Robotics, Math teams, Muggins Math Team/Club, Pioneer Sounds (choral and instrumental), school plays/ Drama Club, Argyle Idol, Arts at Argyle.

**Strategy Rationale**

When students are exposed to different activities, it builds their background knowledge and vocabulary. It also develops a sense of belonging and collaboration with others.

**Strategy Purpose(s)**

- Enrichment

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

Ward, Angela, [angela.ward@myoneclay.net](mailto:angela.ward@myoneclay.net)

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

Parents are surveyed annually to determine the effectiveness of the clubs provided.

**Strategy: After School Program**

**Minutes added to school year: 900**

Argyle provides differentiated instruction through after school tutoring to third, fourth, fifth and sixth graders that are having difficulty attaining proficiency in the Florida State Standards in the areas of math and reading.

**Strategy Rationale**

Providing differentiated instruction allows students to gain strategies to meet success in areas where they were previously deficient.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Corsi, Michelle, ann.corsi@myoneclay.net

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

A pre and post test are given to progress monitor our students.

**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.**

We provide a smooth transition to our school in a variety of ways. Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings helps appropriately balance kindergarten classes. Additionally, parents are given a copy of grade level expectations and initial kindergarten readiness skills to work on at home at this time. Argyle also has a pre-kindergarten 3 year-old and 4 year-old class that help with the transition to kindergarten. These classes are made up of 4 model students and the other students are exceptional student education (ESE) students. An evening orientation prior to the beginning day of school and an Open House evening in early fall is provided where all students in our school and their parents have the opportunity to go to their classrooms, meet the teacher, learn about the program students will be experiencing, their expectations, rules and routines.

All teachers screen their students at the beginning of the year to determine individual acquisition of specific skills and knowledge. On- going progress monitoring tools such as SIPPS Phonics screeners, DRA, IReady assessments, Achieve 3000 assessments and PM Diagnostic tests in 5th grade Science are given along with teacher created/ grade level assessments. FLKRS is administered within the first thirty days of school to assess all kindergarten students. Based on progress monitoring students are taught best practices in differentiated small groups and individually as needed so they can be successful. We provide an ESE pre- kindergarten and voluntary pre- kindergarten program for students identified as developmentally delayed. School budgeted funds and district funding are dedicated to ensuring a pleasant, successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from initial FLKRS assessments.

## b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

## II. Needs Assessment

The school's completion of this 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.** IF we foster student social emotional needs to develop leadership skills THEN we should see a stronger school based student community.
- G2.** IF we use rigorous common assessment aligned with standards and item specifications, THEN we should see increase proficiency in reading, math and science.
- G3.** IF we differentiate instruction to meet students' individual needs, THEN we should see increases in students' learning gains.

## 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.** IF we foster student social emotional needs to develop leadership skills THEN we should see a stronger school based student community. 1a

G099380

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	70.0

**Targeted Barriers to Achieving the Goal** 3

- Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a stronger student based community that shows growth in climate and academics.

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

- CHAMPS, Foundations Team, The Leader in Me by Steven R. Covey, The 7 Habits of Happy Kids by Steven R. Covey, character education lessons, Making Meaning, Being a Writer

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

Administrators will review data to determine progress in meeting students' social emotional needs: FOCUS parent contact log, OSS/ISS frequencies, referrals, absences

**Person Responsible**

Angela Ward

**Schedule**

Quarterly, from 8/30/2017 to 5/30/2018

**Evidence of Completion**

FOCUS parent contact log, OSS/ISS frequencies, referrals, absences

**G2.** IF we use rigorous common assessment aligned with standards and item specifications, THEN we should see increase proficiency in reading, math and science. 1a

G099381

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	73.0

**Targeted Barriers to Achieving the Goal** 3

- Faculty members have varied levels of skill and knowledge in developing rigorous common assessments that are aligned with standards and item specifications. We need to collectively define rigor and what it looks like in the classroom.

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

- iReady, Achieve 3000, Making Meaning, LA Florida Collections 2015, Lucy Calkins writing, SIPPS, LLI, DBQs, journals, Eureka, Go Math, content area materials, visuals, utube and various media, Florida Standards, CPALMS

**Plan to Monitor Progress Toward G2.** 8

Through discussion at PLCs and data meetings and common planning time, collaboration will occur to develop rigorous common assessments aligned to standards and item specifications. The level of rigor will be observed through walk throughs and classroom observations.

**Person Responsible**

Angela Ward

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

**Evidence of Completion**

student data, iReady, Achieve 3000, PM Science reports, teacher created/ grade level assessments, walk throughs, classroom observations

**G3. IF we differentiate instruction to meet students' individual needs, THEN we should see increases in students' learning gains. 1a**

G099382

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	68.0

**Targeted Barriers to Achieving the Goal 3**

- Faculty members have varied levels of skill and knowledge in implementing differentiated instruction.

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

- iReady, Achieve 3000, Making Meaning, LA Florida Collections 2015, Lucy Calkins writing, Being a Writer, SIPPS, LLI, DBQs, journals, Eureka, Go Math, content area materials, visuals, utube and various media, Florida Standards, CPALMS

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

Teachers will utilize data reports from iReady and Achieve 3000, PM Science reports, grade level assessments, formative and informal assessments to monitor progress.

**Person Responsible**

Angela Ward

**Schedule**

Monthly, from 5/31/2017 to 5/30/2018

**Evidence of Completion**

Data reports from iReady and Achieve 3000, PM Science reports, grade level assessments, formative and informal assessments.

## 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.** IF we foster student social emotional needs to develop leadership skills THEN we should see a stronger school based student community. **1**

 G099380

**G1.B1** Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a stronger student based community that shows growth in climate and academics. **2**

 B267634

**G1.B1.S1** Teachers in collaboration with administrators will develop strategies, coping skills and routines to foster student social emotional needs. **4**

 S283534

### Strategy Rationale

If we can foster student social emotional needs, there will be growth in the class climate community and academics.

### Action Step 1 **5**

Teachers, administrators, and the Foundations Team will work together to create ways to support fostering student emotional needs.

#### Person Responsible

Angela Ward

#### Schedule

Weekly, from 8/30/2017 to 5/30/2018

#### Evidence of Completion

sign in sheets that record points toward re-certification

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

Teachers, administrators and the Foundations Team will collaborate in learning/ training to help foster students' social emotional needs.

**Person Responsible**

Angela Ward

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

***Evidence of Completion***

walk throughs and classroom observations, sign in sheets that record points toward recertification

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

Foundations Team will study The Leader in Me by Steven R. Covey and train their grade level. Training/ staff development will occur where we introduce The 7 Habits of Happy Kids by Steven R. Covey.

**Person Responsible**

Angela Ward

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

***Evidence of Completion***

Making Meaning lessons, Being a Writer, character education lessons, sign in sheets that record points toward re-certification

**G2.** IF we use rigorous common assessment aligned with standards and item specifications, THEN we should see increase proficiency in reading, math and science. **1**

 G099381

**G2.B1** Faculty members have varied levels of skill and knowledge in developing rigorous common assessments that are aligned with standards and item specifications. We need to collectively define rigor and what it looks like in the classroom. **2**

 B267635

**G2.B1.S1** Teachers in collaboration with administrators will identify standards within the grade level to target and develop strategies and rigorous common assessments to measure student progress in these Florida Standards strands/ domains. **4**

 S283535

### **Strategy Rationale**

Rigorous instruction challenges each student to learn at their potential showing growth in learning on the Florida State Standards as they prepare for the workplace.

### **Action Step 1 **5****

Teachers and administrators will collaborate in learning/ training on the Florida Standards Domains that the FSA test and our student data indicates that our students are weak in so that we can develop rigorous common assessments using the item specifications.

#### **Person Responsible**

Angela Ward

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

student data, sign in sheets that record points toward recertification

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

Teachers in Grade Level Meetings will collaborate using rigorous assessments/ student data to drive instruction.

#### **Person Responsible**

Angela Ward

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

iReady, Achieve 3000 reports, assessments, student data

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

Through classroom observation and discussion at PLCs and data meetings, administration will monitor the effectiveness of training and use of resources. Student data will be reviewed at grade level meetings.

**Person Responsible**

Angela Ward

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

**Evidence of Completion**

logs of walk throughs, observations, Framework of Intentional Teaching, student data, data meetings

**G3.** IF we differentiate instruction to meet students' individual needs, THEN we should see increases in students' learning gains. 1

G099382

**G3.B1** Faculty members have varied levels of skill and knowledge in implementing differentiated instruction. 2

B267636

**G3.B1.S1** SIPPS assessments, IReady and Achieve 3000 reports along with data from FSA assessments, grade level/ teacher made assessments will be used to drive instruction and determine fluid instructional groups to meet individual student needs. 4

S283536

### Strategy Rationale

If we identify each student's needs based on data, we can provide appropriate, immediate instruction to close their gap in learning.

### Action Step 1 5

Teachers and administrators will collaborate in learning/ training to look at data to develop instructional groups that are fluid to meet students needs.

#### Person Responsible

Angela Ward

#### Schedule

Weekly, from 8/30/2017 to 5/30/2018

#### Evidence of Completion

student data, assessment results, sign in sheets that record points toward recertification

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

Student progress will be monitored through documentation of data and administrator walk throughs and classroom observations to look at how differentiated instruction is implemented in the classroom.

#### Person Responsible

Angela Ward

#### Schedule

Weekly, from 8/30/2017 to 5/30/2018

#### Evidence of Completion

Assessment reports, student data, walk throughs, classroom observations

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

Through classroom observation and discussion at PLCs, administration will monitor the effectiveness of trainings and use of additional resources. Student data will be reviewed at grade level meetings.

**Person Responsible**

Angela Ward

**Schedule**

Weekly, from 8/30/2017 to 5/30/2018

***Evidence of Completion***

logs of walk throughs, observations, Framework of Intentional Teaching, student data, grade level meetings

## 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>					
G1.MA1  M416535	Administrators will review data to determine progress in meeting students' social emotional...	Ward, Angela	8/30/2017	FOCUS parent contact log, OSS/ISS frequencies, referrals, absences	5/30/2018 quarterly
G2.MA1  M416538	Through discussion at PLCs and data meetings and common planning time, collaboration will occur to...	Ward, Angela	8/30/2017	student data, iReady, Achieve 3000, PM Science reports, teacher created/ grade level assessments, walk throughs, classroom observations	5/30/2018 weekly
G3.MA1  M416541	Teachers will utilize data reports from iReady and Achieve 3000, PM Science reports, grade level...	Ward, Angela	5/31/2017	Data reports from iReady and Achieve 3000, PM Science reports, grade level assessments, formative and informal assessments.	5/30/2018 monthly
G1.B1.S1.MA1  M416533	Foundations Team will study The Leader in Me by Steven R. Covey and train their grade level...	Ward, Angela	8/30/2017	Making Meaning lessons, Being a Writer, character education lessons, sign in sheets that record points toward re-certification	5/30/2018 weekly
G1.B1.S1.MA1  M416534	Teachers, administrators and the Foundations Team will collaborate in learning/ training to help...	Ward, Angela	8/30/2017	walk throughs and classroom observations, sign in sheets that record points toward recertification	5/30/2018 weekly
G1.B1.S1.A1  A382769	Teachers, administrators, and the Foundations Team will work together to create ways to support...	Ward, Angela	8/30/2017	sign in sheets that record points toward re-certification	5/30/2018 weekly
G2.B1.S1.MA1  M416536	Through classroom observation and discussion at PLCs and data meetings, administration will monitor...	Ward, Angela	8/30/2017	logs of walk throughs, observations, Framework of Intentional Teaching, student data, data meetings	5/30/2018 weekly
G2.B1.S1.MA1  M416537	Teachers in Grade Level Meetings will collaborate using rigorous assessments/ student data to...	Ward, Angela	8/30/2017	iReady, Achieve 3000 reports, assessments, student data	5/30/2018 weekly
G2.B1.S1.A1  A382770	Teachers and administrators will collaborate in learning/ training on the Florida Standards Domains...	Ward, Angela	8/30/2017	student data, sign in sheets that record points toward recertification	5/30/2018 weekly
G3.B1.S1.MA1  M416539	Through classroom observation and discussion at PLCs, administration will monitor the effectiveness...	Ward, Angela	8/30/2017	logs of walk throughs, observations, Framework of Intentional Teaching, student data, grade level meetings	5/30/2018 weekly
G3.B1.S1.MA1  M416540	Student progress will be monitored through documentation of data and administrator walk throughs...	Ward, Angela	8/30/2017	Assessment reports, student data, walk throughs, classroom observations	5/30/2018 weekly
G3.B1.S1.A1  A382771	Teachers and administrators will collaborate in learning/ training to look at data to develop...	Ward, Angela	8/30/2017	student data, assessment results, sign in sheets that record points toward recertification	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G1.** IF we foster student social emotional needs to develop leadership skills THEN we should see a stronger school based student community.

**G1.B1** Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a stronger student based community that shows growth in climate and academics.

**G1.B1.S1** Teachers in collaboration with administrators will develop strategies, coping skills and routines to foster student social emotional needs.

### **PD Opportunity 1**

Teachers, administrators, and the Foundations Team will work together to create ways to support fostering student emotional needs.

#### **Facilitator**

Michelle Corsi, Assistant Principal Angela Ward, principal

#### **Participants**

AES faculty

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

**G2.** IF we use rigorous common assessment aligned with standards and item specifications, THEN we should see increase proficiency in reading, math and science.

**G2.B1** Faculty members have varied levels of skill and knowledge in developing rigorous common assessments that are aligned with standards and item specifications. We need to collectively define rigor and what it looks like in the classroom.

**G2.B1.S1** Teachers in collaboration with administrators will identify standards within the grade level to target and develop strategies and rigorous common assessments to measure student progress in these Florida Standards strands/ domains.

### **PD Opportunity 1**

Teachers and administrators will collaborate in learning/ training on the Florida Standards Domains that the FSA test and our student data indicates that our students are weak in so that we can develop rigorous common assessments using the item specifications.

#### **Facilitator**

Michelle Corsi, Assistant Principal Angela Ward, principal

#### **Participants**

AES faculty

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

**G3.** IF we differentiate instruction to meet students' individual needs, THEN we should see increases in students' learning gains.

**G3.B1** Faculty members have varied levels of skill and knowledge in implementing differentiated instruction.

**G3.B1.S1** SIPPS assessments, IReady and Achieve 3000 reports along with data from FSA assessments, grade level/ teacher made assessments will be used to drive instruction and determine fluid instructional groups to meet individual student needs.

### **PD Opportunity 1**

Teachers and administrators will collaborate in learning/ training to look at data to develop instructional groups that are fluid to meet students needs.

#### **Facilitator**

Michelle Corsi, Assistant Principal and Angela Ward, Principal

#### **Participants**

AES faculty

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

## 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, administrators, and the Foundations Team will work together to create ways to support fostering student emotional needs.	\$0.00
2	G2.B1.S1.A1	Teachers and administrators will collaborate in learning/ training on the Florida Standards Domains that the FSA test and our student data indicates that our students are weak in so that we can develop rigorous common assessments using the item specifications.	\$0.00
3	G3.B1.S1.A1	Teachers and administrators will collaborate in learning/ training to look at data to develop instructional groups that are fluid to meet students needs.	\$0.00
<b>Total:</b>			<b>\$0.00</b>