

Clay County Schools

Keystone Heights Elementary



2017-18 Schoolwide Improvement Plan

Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

<http://khe.oneclay.net>

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-6 | 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 | 9% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Keystone Heights Elementary

| 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.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

Keystone Heights Elementary School exists 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.

Our school provides many opportunities for parents, families, staff, and students to interact. We offer open house, orientation, family nights, etc. throughout the year. Parents are encouraged to be involved in the Parent/ Faculty Association and to volunteer in several ways at the school. Many teachers also participate in sponsoring before or after school clubs and opportunities for additional learning, which gives teachers and students time outside of the regular classroom to build relationships. Our morning routine is designed so that every teacher and staff member is outside the classroom and visible to greet and welcome students and families each day.

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

Our school has implemented a school wide behavior plan with expectations for various common areas. All students are taught these expectations during assemblies led by administration during the first week of school and all staff help to implement the plan. Staff members assist in monitoring student safety before and after school while on duty. Our school safety patrols are also present to monitor and encourage appropriate behavior. Resource teachers are invested in the school wide plan and promote the school's guidelines for success every day with every student. Routine practice of fire drills, severe weather drills and lockdown procedures are implemented to ensure all students are prepared in the event of an actual emergency.

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.

We have school wide expectations for student behavior. Positive student behavior is immediately rewarded with a ticket for demonstrating "Respectful Indian" expectations. Tickets are submitted into a basket in the Media Center and at the end of each nine weeks, a winner is chosen by grade level band and rewarded with a donut breakfast with an administrator. Classes compete in the Indian Pride Race to increase appropriate behaviors in the cafeteria. Additionally, all grade levels have clear and

specific plans for their classrooms. Administrators are available for helping teachers deal with behavior issues that are significant. Our Intervention Team Facilitator supports teachers by providing behavioral interventions to Tier 2 and Tier 3 students.

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.

KHES is fortunate to have two school guidance counselors, two Right Path behavioral services counselors, a school social worker, and various other county based employees who help meet the social-emotional needs of our students on a daily basis. Additionally, our ELA teachers in grades K-5 are implementing the Making Meaning and Being a Writer programs that have a strong social-emotional component. KHES has also launched a parent initiated mentoring program which pairs a community volunteer with a student to develop positive relationship building skills.

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.

The early warning system will include the following early warning indicators:

- a) Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- b) One or more suspensions, whether in or out of school.
- c) Course failure in English Language Arts or Mathematics.
- d) A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

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 student'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 | 25 | 17 | 8 | 2 | 3 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 2 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 3 | 3 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | |

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

Our attendance team meets monthly and includes the parents/ families, teacher, administrators, and our school social worker. Our school implements the MTSS (Multi-tiered System of Supports) for students who exhibit behavioral or academic needs.

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/447310>.

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.

School administration mailed out a letter to local business and organizations to communicate school needs and goals. The school partners with local civic organizations in order to recognize students (Terrific Kid through Kiwanis) and to support literacy initiatives (Rotary.) Several local churches work with the school to provide school supplies and other needs throughout the year. KHES has also launched a parent initiated mentoring program which pairs a community volunteer with a student to develop positive relationship building skills. School based clubs such as K Kids organize food and clothing drives for local charities. The KHE School Advisory Committee meets to plan for and review the effectiveness of Title 1 programs, discussions involve ideas for future parent involvement ideas and the funding necessary to facilitate each event.

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 |
|------------------|---------------------|
| Sanders, Melanie | Principal |
| Lavin, Corinne | Assistant Principal |
| Elkins, Mindy | Teacher, PreK |

b. Duties

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

The function of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessments, 3-6 iReady and Achieve3000 benchmark assessments, and formal assessments such as FSA. The principal and assistant principal set the agenda and facilitate the meetings. Anna Dampier, Monica Kadlec, and Patsy Lee, Intervention Team Facilitators, serve to suggest effective interventions for Tier 2 and Tier 3 instructional needs and is present to help ensure that the district's MTSS plan is followed. Grade level team leaders are present to provide input and then to disseminate information to their teammates. New to us this year is our Title 1 program which will provide support and resources for our families to build an open line of communication between the school and home.

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.

All K-6 grade students will take a benchmark assessment at least two times per year. School personnel will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet weekly with all grade level/content area teams. At these weekly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These weekly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. At quarterly data meetings, teachers are given the opportunity to share informal data as well.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|-------------------|
| Amy Scott | Teacher |
| Kelly Cunningham | Teacher |
| Alison Shuford | Teacher |
| Yvette Wynn | Teacher |
| Jessica Carter | Teacher |
| Jeanne Dingman | Teacher |
| Siobhan Miller | Parent |
| Corinne Lavin | Teacher |
| Mindy Elkins | Teacher |
| Jessica Thomas | Parent |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Last year's school improvement plan attempted to provide support and training for our staff with the integration of a new reading and writing curriculum. The trainings provided ample opportunity to observe best practices in classrooms. The school's reading gains for its bottom quartile showed improvement.

b. Development of this school improvement plan

The SAC team will participate in a climate survey to determine needs of students, parents, paraprofessionals, and teachers. They will be involved with building the school improvement budget. The members of SAC will be a voice for the school to the parents and community stakeholders. They will help relay information that is taking place at the school to the community.

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

Although there is no funding for the 17/18 school year in regards to school improvement funds, there is a small amount of left over money that will be decided on by the SAC committee as needed.

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

School improvement funds were allocated for substitutes so teachers can visit other schools to learn ways to implement Florida Standards. Funds were also used to purchase school planners in order to help with parent communication.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| Sanders, Melanie | Principal |
| Gillenwaters, Missy | Teacher, K-12 |
| Lavin, Corinne | Assistant Principal |
| Elkins, Mindy | Teacher, PreK |

b. Duties

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

The LLT will focus on our school improvement plan's three initiatives this year. They will focus on how to increase positive behavior, creating common assessments aligned to state standards and the quality of small group instruction by using research based strategies with fidelity. In addition, our LLT reviews and provides recognition each quarter to top AR readers in each homeroom. Students who accumulate one million words read by the end of the school year get to paint a ceiling tile in the library and become a member of the Millionaire Book Club. The LLT also helps facilitate Literacy Week in the spring.

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.

We have embraced a full co-teaching, inclusion model where ESE and regular education teachers work together daily to serve our high incidence ESE students. All teachers have a common planning time with their grade level co-workers in order to improve positive working relationships. We also have prioritized an hour a week for teachers to work together in PLCs with the goal of improving their collaboration. Weekly data meetings are held with administration to dissect data and plan next action steps for increasing student achievement. Faculty and staff volunteer to participate in our annual Secret Pal, designed to provide opportunities to strengthen relationships among coworkers.

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

We participate in the annual job fair to provide equal opportunity for recruitment of highly qualified teachers. We make sure to provide Veteran's preference to teachers. We provide in-service opportunities in professional development. We survey training needs of the teachers annually. The school board and CCEA collaborate to create a salary schedule conducive to retaining teachers.

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

If a teacher is in the Teacher Induction Program (TIP), they work to complete their portfolio. They can work with other individuals on their grade level team for guidance, grading, behavior concerns, or other areas of need. The administration checks on the new teachers to see if there are any needs they need help resolving.

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.

Our teachers utilize the county created curriculum maps, the statewide system (CPALMS), and participate in PLCs (and logs) and other teacher trainings that focus on unpacking Florida Standards and planning effective lessons. Our curriculum materials support the students in gaining mastery of the Florida Standards. Third through Sixth grade teachers review the FSA item specifications in order to ensure their progress on the standards.

b. Instructional Strategies

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

All teachers (in all subjects) are encouraged to use the workshop model which includes time for small groupings and differentiated instruction. ELA teachers are encouraged to implement IDR (Independent Daily Reading) where students are matched with appropriate leveled texts and teachers conference with them often. Every grade level has one or two "inclusion" classes where ESE and regular education teachers work together to deliver instruction based upon data driven student needs. iReady and Achieve 3000 data is reviewed weekly by teachers with administrators to inform the need for remediation of specific skills and small group instruction. In addition, LLI instruction is provided four days a week for the lowest-achieving students in grades 1-6 who require powerful, daily, small-group instruction to improve their below grade level reading skills.

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

Strategy: Extended School Day

Minutes added to school year: 9,600

KHE has a chorus that meets weekly after school. The chorus provides enrichment for students who need something to look forward to participating in on a weekly basis. These students learn how to take responsibility for their equipment, time management, and how to interact with others. We also have Striders Club and Girls on the Run that meet twice a week. These students learn how to take care of their health by walking or running before and after school. The school offers tutoring as needed. Fourth through sixth grade offers math enrichment once a week after school through our math team. The 21st Century afterschool program serves approximately 75 students and provides them with homework support and enrichment activities such as art, music, gardening, computers, and physical education.

Strategy Rationale

We believe that by involving students in extra-curricular activities that match their interests, students will be more well-rounded and overall better students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanders, Melanie, melanie.sanders@myoneclay.net

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

The PE coach or Club Advisors are outside with these students and keep track of how many laps they walk/run. Performance Matters data will be used to determine who needs FSA tutoring in third grade.

A math assessment and teacher observation is used to evaluate who would benefit from the enrichment program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All incoming kindergarten students were accessed prior to or upon entering kindergarten in order to ascertain individual and group needs. The students were screened prior to the start of school. This helped to assist in the development of classes. We also held an Open House designated for kindergarten parents only before school started. We were able to talk about what their children would be learning in kindergarten and how parents could support learning at home. The Florida Kindergarten Reading Screener (FLKRS) was given in the first 30 days of school. This information allowed kindergarten teachers to know the strengths and weaknesses of their students. Struggling learners were identified and given extra support.

Sixth graders visit the Keystone Heights Junior/Senior High. Guidance counselors discuss required and elective classes. Students complete class selection sheets with their parents at home.

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.

See above response. N/A. Elementary Education.

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

See above response. N/A. Elementary Education.

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

See above response. N/A. Elementary Education.

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.

See above response. N/A. Elementary Education.

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.

Overall, our achievement is trending upward. Learning gains are solid throughout all grades. Last year we had a weakness in 5th grade math.

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.

Moving from a C to an A school over the past few years, we see a trend of overall higher achievement across the board. The cause of our weakness in 5th grade math isn't apparent but since as we follow the cohort of students from 3rd, to 4th, to 5th we don't see consistently underperforming scores, we are currently evaluating the effectiveness of the instruction in 5th grade math.

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 increase behavior supports for tier 2 and tier 3 students, then we will see an increase in positive student behavior leading to more time for learning.
- G2.** If we use common assessments aligned to state standards and item specifications, then instructional practice will be improved.
- G3.** If we increase the quality of small group instruction by using research based strategies with fidelity, then we will see student learning gains for students needing remediation and acceleration.

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 increase behavior supports for tier 2 and tier 3 students, then we will see an increase in positive student behavior leading to more time for learning. 1a

 G099457

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need training in how to provide appropriate tier 2 behavior interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Check in and check out mentor system; attendance sheets

Plan to Monitor Progress Toward G1. 8

Student data/ student work samples shared at weekly PLCs and Data meetings as well as behavior intervention logs

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Student work samples, behavior intervention logs, common assessments, iReady or Achieve 3000 results, ELA/Math FSA results

G2. If we use common assessments aligned to state standards and item specifications, then instructional practice will be improved. 1a

G099458

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher buy in and comfort levels, knowledge of resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- District and school leadership, curriculum maps, standards, item specifications, CPALMS, OneClayU

Plan to Monitor Progress Toward G2. 8

data collected during walk throughs, student data/ formative assessments, attendance logs for weekly meetings

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Formative assessments, feedback given to teachers on implementation of common assessments

G3. If we increase the quality of small group instruction by using research based strategies with fidelity, then we will see student learning gains for students needing remediation and acceleration. 1a

G099459

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher expertise and confidence in providing small group instruction based on student data that indicates the need for remediation and/or acceleration of specific standards based skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum specialists at the county office, school leadership, PLCs for teacher collaboration, data meetings with admin, iReady Toolkit, Achieve 3000

Plan to Monitor Progress Toward G3. 8

Formative assessments, student performance data, data meetings

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

formative assessments, student work, teachers will track the progress of the students in reading and math

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 increase behavior supports for tier 2 and tier 3 students, then we will see an increase in positive student behavior leading to more time for learning. **1**

 **G099457**

G1.B1 Teachers need training in how to provide appropriate tier 2 behavior interventions. **2**

 **B267842**

G1.B1.S1 We will provide trainings for teachers on how to implement behavior interventions. **4**

 **S283741**

Strategy Rationale

The teachers continue to need support in order to increase confidence and knowledge of appropriate interventions.

Action Step 1 **5**

School administration will communicate training dates and provide time for teachers to attend trainings.

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Teacher attendance at these school-provided trainings.

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

Administration will "check in" with teachers regarding training needs and experiences.

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Minutes from monthly meetings; teacher sign in sheets from trainings

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

Classroom walk throughs/ observations

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/15/2017 to 6/6/2018


Evidence of Completion

walk through feedback notes

G2. If we use common assessments aligned to state standards and item specifications, then instructional practice will be improved. 1

 G099458

G2.B1 Teacher buy in and comfort levels, knowledge of resources 2

 B267843

G2.B1.S1 We will establish a shared leadership model for vertical teaming to address specific concerns.

4

 S283742

Strategy Rationale

When teachers feel supported by their peers, they are more likely to "buy-in" to the expectations.

Action Step 1 5

Experienced teachers to share their particular "expert" knowledge, weekly data meetings with admin, weekly PLCs with teams, learning walks by admin

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

sign in sheets for meetings, common grade level assessments

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

Teacher trainings will be led by a variety of teachers, sign in sheets are used for PLC and submitted weekly.

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

sign in sheets and follow up forms, PLC logs will document focused collaboration around creating common grade level assessments aligned to state standards and item specifications, weekly data talks with admin

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

classroom walk throughs to monitor implementation of strategies

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/15/2017 to 6/6/2018

Evidence of Completion

data collected during classroom walk throughs

G3. If we increase the quality of small group instruction by using research based strategies with fidelity, then we will see student learning gains for students needing remediation and acceleration. **1**

 G099459

G3.B1 Teacher expertise and confidence in providing small group instruction based on student data that indicates the need for remediation and/or acceleration of specific standards based skills. **2**

 B267844

G3.B1.S1 Teachers will meet weekly in team PLCs and data meetings with administration to collaborate on evidence of student data that indicates the need for remediation and acceleration of specific standards based skills to implement in the classroom each week. **4**

 S283743

Strategy Rationale

When teachers have time to discuss student learning gains and the need for remediation and/or acceleration, they will more likely include small group instruction in their lessons. The framework for intentional teaching provides educators with the framework needed to support student engagement, learning and growth.

Action Step 1 **5**

Teachers will meet weekly in PLC teams and data meetings with administration focused around student learning.

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

walk through and observation data; PLC logs; iReady and/or Achieve 3000 data, student work samples

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

Sign in sheets are used for PLCs and teams submit their logs each week.

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework for intentional and targeted teaching. Weekly data talks with admin.

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

Classroom walkthroughs, formative assessment data analyzed at PLC and data meetings

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/15/2017 to 6/6/2018

Evidence of Completion

Small group instruction observed during classroom walk throughs and feedback given to teachers on the implementation of research based strategies.

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.MA1 M416988 | Student data/ student work samples shared at weekly PLCs and Data meetings as well as behavior... | Sanders, Melanie | 8/15/2017 | Student work samples, behavior intervention logs, common assessments, iReady or Achieve 3000 results, ELA/Math FSA results | 6/6/2018 weekly |
| G2.MA1 M416991 | data collected during walk throughs, student data/ formative assessments, attendance logs for... | Sanders, Melanie | 8/15/2017 | Formative assessments, feedback given to teachers on implementation of common assessments | 6/6/2018 monthly |
| G3.MA1 M416994 | Formative assessments, student performance data, data meetings | Sanders, Melanie | 8/15/2017 | formative assessments, student work, teachers will track the progress of the students in reading and math | 6/6/2018 weekly |
| G1.B1.S1.MA1 M416986 | Classroom walk throughs/ observations | Sanders, Melanie | 8/15/2017 | walk through feedback notes | 6/6/2018 monthly |
| G1.B1.S1.MA1 M416987 | Administration will "check in" with teachers regarding training needs and experiences. | Sanders, Melanie | 8/15/2017 | Minutes from monthly meetings; teacher sign in sheets from trainings | 6/6/2018 monthly |
| G1.B1.S1.A1 A383066 | School administration will communicate training dates and provide time for teachers to attend... | Sanders, Melanie | 8/15/2017 | Teacher attendance at these school-provided trainings. | 6/6/2018 weekly |
| G2.B1.S1.MA1 M416989 | classroom walk throughs to monitor implementation of strategies | Sanders, Melanie | 8/15/2017 | data collected during classroom walk throughs | 6/6/2018 monthly |
| G2.B1.S1.MA1 M416990 | Teacher trainings will be led by a variety of teachers, sign in sheets are used for PLC and... | Sanders, Melanie | 8/15/2017 | sign in sheets and follow up forms, PLC logs will document focused collaboration around creating common grade level assessments aligned to state standards and item specifications, weekly data talks with admin | 6/6/2018 weekly |
| G2.B1.S1.A1 A383067 | Experienced teachers to share their particular "expert" knowledge, weekly data meetings with admin,... | Sanders, Melanie | 8/15/2017 | sign in sheets for meetings, common grade level assessments | 6/6/2018 weekly |
| G3.B1.S1.MA1 M416992 | Classroom walkthroughs, formative assessment data analyzed at PLC and data meetings | Sanders, Melanie | 8/15/2017 | Small group instruction observed during classroom walk throughs and feedback given to teachers on the implementation of research based strategies. | 6/6/2018 weekly |
| G3.B1.S1.MA1 M416993 | Sign in sheets are used for PLCs and teams submit their logs each week. | Sanders, Melanie | 8/15/2017 | Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework for intentional and targeted teaching. Weekly data talks with admin. | 6/6/2018 weekly |
| G3.B1.S1.A1 A383068 | Teachers will meet weekly in PLC teams and data meetings with administration focused around student... | Sanders, Melanie | 8/15/2017 | walk through and observation data; PLC logs; iReady and/or Achieve 3000 data, student work samples | 6/6/2018 weekly |

V. Professional Development Opportunities

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

G1. If we increase behavior supports for tier 2 and tier 3 students, then we will see an increase in positive student behavior leading to more time for learning.

G1.B1 Teachers need training in how to provide appropriate tier 2 behavior interventions.

G1.B1.S1 We will provide trainings for teachers on how to implement behavior interventions.

PD Opportunity 1

School administration will communicate training dates and provide time for teachers to attend trainings.

Facilitator

District and school based staff

Participants

Classroom teachers, guidance counselors and administration

Schedule

Weekly, from 8/15/2017 to 6/6/2018

G2. If we use common assessments aligned to state standards and item specifications, then instructional practice will be improved.

G2.B1 Teacher buy in and comfort levels, knowledge of resources

G2.B1.S1 We will establish a shared leadership model for vertical teaming to address specific concerns.

PD Opportunity 1

Experienced teachers to share their particular "expert" knowledge, weekly data meetings with admin, weekly PLCs with teams, learning walks by admin

Facilitator

administrators and all teachers

Participants

classroom teachers

Schedule

Weekly, from 8/15/2017 to 6/6/2018

G3. If we increase the quality of small group instruction by using research based strategies with fidelity, then we will see student learning gains for students needing remediation and acceleration.

G3.B1 Teacher expertise and confidence in providing small group instruction based on student data that indicates the need for remediation and/or acceleration of specific standards based skills.

G3.B1.S1 Teachers will meet weekly in team PLCs and data meetings with administration to collaborate on evidence of student data that indicates the need for remediation and acceleration of specific standards based skills to implement in the classroom each week.

PD Opportunity 1

Teachers will meet weekly in PLC teams and data meetings with administration focused around student learning.

Facilitator

administrators and all teachers

Participants

all teachers

Schedule

Weekly, from 8/15/2017 to 6/6/2018

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 | School administration will communicate training dates and provide time for teachers to attend trainings. | \$0.00 |
| 2 | G2.B1.S1.A1 | Experienced teachers to share their particular "expert" knowledge, weekly data meetings with admin, weekly PLCs with teams, learning walks by admin | \$0.00 |
| 3 | G3.B1.S1.A1 | Teachers will meet weekly in PLC teams and data meetings with administration focused around student learning. | \$0.00 |
| Total: | | | \$0.00 |