

Ridgeview Elementary School

421 JEFFERSON AVE, Orange Park, FL 32065

<http://rve.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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

**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 Ridgeview Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

** (SIP/PFEP are available in most languages)

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.

Ridgeview 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.

RVE holds Open House events twice per year, there is an active volunteer organization. We use our bi-lingual staff to assist parents and students, forms are sent home in several languages and the phone systems offers to send phone messages in several languages, the majority of teachers are ESOL trained and certified. Classrooms and libraries contain culturally rich literature. Grade level specific cultural events .

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

RVE is a secure campus, gates are locked and access is only given through the Front Office. Parents have identity tags for the safe pick-up of students. RVE utilizes the RAPTOR program as a tool to check and document the backgrounds of individuals visiting the school campus. RVE students are continually and actively supervised throughout the day. There is a 'buddy' system for students traveling around campus.

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.

All grade levels have grade level adapted positive behavior plans, CHAMPS used in selected grades, school-wide noise levels. Students attend weekly lessons given by the guidance counselor focusing on the acronym PAWS- Pride, Always respectful, Working Hard, Smart and Successful. Students will also receive Second Step training to address emotional and behavioral needs.

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.

The adopted series, Making Meaning and Being a Writer both have a social and emotional component used in each classroom. The SIPPS program is also used for K-2 and the EBD unit. The guidance counselor teaches weekly lessons in character development related to PAWS. Students will also receive Second Step training to address emotional and behavioral needs. Students in crisis may call upon our guidance counselor, the school social worker, or the school psychologist.

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.

Monthly attendance meeting which include: the attendance secretary, the school social worker and the assistant principal.
 Monthly meetings with teams to look at MTSS data.
 Weekly meetings PD/PLC to look at student data and interventions.
 Substantial below grade level results on DRA testing.
 Bottom quartile FSA testing in English Language Arts or Mathematics.
 Two or more behavior referrals in one semester.

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	1	1	11	2	6	0	0	0	0	0	0	21
One or more suspensions	0	0	1	1	3	2	1	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	8	0	3	0	0	0	0	0	0	11
	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	1	1	11	2	6	0	0	0	0	0	0	21

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

Social worker referral and home visits.
 Doctors' note and attendance contracts for excessive absences.
 Intensive Reading and Math classes, tutoring offered.
 Small group and individualized interventions.

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/445238>.

2. Description

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

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

The school fully supports the use of its facilities to host the Boy and Girl Scouts of America. The school also assists parents by allowing the YMCA access to school facilities for day care services. The school's 21st Century Grant allows and maintains contact with several businesses providing karate, dance and fitness lessons. We have an active partnership with a local church, which provides supplies, support, and services. The school seeks out business partners and showcases the school in local newspapers, Facebook, website and the school marquee.

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
Roche, Heather	Principal
McHugh-Clark, Judi	Assistant Principal
Millard, Dana	Teacher, K-12
Lyons, Linda	Teacher, K-12
Randall, Jamie	Teacher, K-12
Macdonald, Gina	Teacher, ESE
Henderson, Lindsay	Instructional Coach
Smith, Shedreka	Teacher, K-12
Tullous, Sue	Teacher, K-12
Schoenfeld, Connie	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.

Ms Heather Roche (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, oversees implementation of intervention support and documentation, provides adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities.

Instructional Coach: Lindsay Henderson: Facilitates and supports best teaching practices, data collection, MTSS, and implementation of the curriculum and the Framework.

Title 1 Interventionist: Lacey Worsdell: Facilitates and supports Title 1 interventions, procedures and materials.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instruction activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Development.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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.

Title 1 Interventionist, Site Behavior Coach, Administration and Teacher Teams are responsible for baseline data, Foundational Assessments via Progress Monitoring Assessment and Information Management System (Focus), FSA annual testing, Running Records, Performance Matters in 5th Grade science, iReady Diagnostic, Acheive3000, SIPPS, Clay BUS for behavior, FLKRS, Diagnostic Reading Assessment (DRA), End of Year: FSA. FSAA Alternate Assessment. Title 1 extended day programming and 21st Century after school programming.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jamie Randall	Teacher
Jenn Paziuk	Education Support Employee
Carol Dasher	Business/Community
Ragan Dupuis	Parent
Susan Gasperson	Parent
Dene Bowmaster	Business/Community
Ernest Bethel	Parent
Britney Beech	Parent
Ingrid Ally	Parent
Lindsay Henderson	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

At the final SAC meeting data was reviewed and analyzed in relation to the SIP goals.

b. Development of this school improvement plan

Each year a draft of the school improvement plan is presented for approval and input. The school administration and the SAC chair review each item with the council and discuss why goals were chosen. When finished, a motion is made to approve the school improvement plan. If it is not approved, changes are made then it is presented to SAC at the next meeting.

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

School budget is presented to SAC in draft form by the Principal to review, offer input and approve at the final meeting of the school year.

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

We were not funded for SAC or School Improvement Plans.

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
McLaughlin, Tracy	Principal
McHugh-Clark, Judi	Assistant Principal
Henderson, Lindsay	Instructional Coach

b. Duties

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

This year the LLT will concentrate on assisting the lower 25% of readers as identified by iReady, SIPPS, Achieve300, common assessments and Making Meaning assessments.

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.

Teachers in all departments are provided with a PD period each week during the contracted school day.

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

To recruit new teachers the administration will attend the District Mock Interviews on a yearly basis. To retain highly qualified teachers the administration will mentor teachers new to the school, provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, teacher recognition programs, and professional development. Persons responsible: Tracy McLaughlin and Judith McHugh-Clark

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

Administration will provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, and provide opportunities for teachers to observe colleagues. Teachers will be paired by both grade level and subject taught for ease of pedagogical exchange.

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.

RVE will use lesson plans and walk through documentation to ensure Florida Standards are used for planning and instruction. Teachers will use county adopted core texts which are aligned to state standards. Teachers will use the Clay County Framework for Intentional Teaching to guide planning and instruction. Teachers follow the Clay County curriculum maps.

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 meet weekly to review data and plan interventions. Students who are not proficient are: given small group or individual instruction, recommended for tutoring and/or remediation activities. Instruction will be modified with extended time, reduced/modified assignments, or oral presentation. IDR time.

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: 27,600

Seventy-five targeted students were chosen to participate in the 21st Century Grant program. The 21st Century grant promotes social, emotional and academic growth through activities such as tutoring, homework club, STEM projects, physical activity and writing skills through journals.

Strategy Rationale

Tutoring gives each student an additional forty minutes of individualized instruction per day. Instruction is aligned with standards.

21st Century Grant students are provided with an additional support 3 hours a day, 4 times per week.

Robotics and Coding programs provide students with further STEM opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLaughlin, Tracy, tracy.mclaughlin@myoneclay.net

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

Data is analyzed by teachers in weekly meetings. All data is examined at quarterly meetings with Administration.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Kindergarten staggered entry, FLKRS Kindergarten testing, K-2 parent meeting, and orientation. Upon entering Ridgeview Elementary, each student is screened to assist the teachers in planning the most appropriate curriculum based on each students' need. FLKRS and DRA are administered to each primary child on a one-on-one basis to determine their probability of initial reading and math success. Data from these screenings will be used to plan daily academic instruction for all students. If students are identified as needing assistance outside of the core curriculum; their names will be given to the SBLT.

Assessments will be re-administered mid-year and at the end of the year to determine student learning gains and determine the need for changes to the instructional/intervention programs

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.

Collaborating with feeder Junior High schools, students are given the opportunity to transition through orientations and tours.

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

N/A K-6 Programing

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

N/A K-6 Programming

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.

N/A K-6 Programming

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.

5th grade math achievement based on 16-17 FSA scores; 65% of 5th graders were proficient, but only 48% made learning gains and only 50% of our BQ made learning gains.

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.

Personnel changes, high mobility, high ESE population

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 teachers and administrators implement a school-wide positive behavior plan, then we will see an increase in student engagement and student self-monitoring of behavior.
- G2.** If all teachers implement standards based planning and instruction, then we will see increased proficiency in all subject areas.
- G3.** If all teachers use rigorous common assessments aligned with standards, then we will see increased teacher accountability and student proficiency.

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 teachers and administrators implement a school-wide positive behavior plan, then we will see an increase in student engagement and student self-monitoring of behavior. 1a

G099467

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	50.0

Targeted Barriers to Achieving the Goal 3

- Time for socio-emotional curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- PAWS (Proud students, Always successful, Willing to work hard, Smart and successful)
- Classroom Guidance and 21st Century After School Program
- Behavior Site Coach & Foundations Committee

Plan to Monitor Progress Toward G1. 8

Referral counts

Person Responsible

Judi McHugh-Clark

Schedule

Monthly, from 9/18/2017 to 6/6/2018

Evidence of Completion

Decline in referrals

G2. If all teachers implement standards based planning and instruction, then we will see increased proficiency in all subject areas. 1a

G099468

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Planning time, resources and training

Resources Available to Help Reduce or Eliminate the Barriers 2

- PDs, common planning, PLC's
- Wifi, iReady, Achieve3000, Edulastic
- Curriculum Specialist, Title 1 Interventionist and staff

Plan to Monitor Progress Toward G2. 8

Student achievement on standards & PM Science

Person Responsible

Judi McHugh-Clark

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

teacher plans and student achievement

G3. If all teachers use rigorous common assessments aligned with standards, then we will see increased teacher accountability and student proficiency. 1a

G099469

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	77.0

Targeted Barriers to Achieving the Goal 3

- Time and resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Specialists and Title 1 Interventionists and staff
- PD, PLC's and common planning

Plan to Monitor Progress Toward G3. 8

Teacher made common assessments, Go Math assessments

Person Responsible

Tracy McLaughlin

Schedule

Quarterly, from 8/30/2017 to 6/6/2018

Evidence of Completion

Lesson plans, assessment data

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 teachers and administrators implement a school-wide positive behavior plan, then we will see an increase in student engagement and student self-monitoring of behavior. **1**

 G099467

G1.B2 Time for socio-emotional curriculum **2**

 B267853

G1.B2.S1 Implement a school-wide positive behavior plan, formed by the Foundations Committee **4**

 S283752

Strategy Rationale

to improve student engagement and student self-monitoring of behavior

Action Step 1 **5**

Common areas school-wide behavior plan

Person Responsible

Judi McHugh-Clark

Schedule

Monthly, from 9/18/2017 to 6/6/2018

Evidence of Completion

Decline in referrals

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

Student behavior observations and referrals

Person Responsible

Judi McHugh-Clark

Schedule

On 6/6/2018

Evidence of Completion

Students following behavior plan and a decline in referrals

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

Foundations Team will monitor referral data. Team will educate teachers on new programs and procedures.

Person Responsible

Judi McHugh-Clark

Schedule

Monthly, from 9/18/2017 to 6/6/2018

Evidence of Completion

Referral data, visual implementation of new programs and procedures.

G1.B2.S2 Create and implement a classroom Guidance schedule with Resource times for socio-emotional curriculum 4

 S283753

Strategy Rationale

Classroom teachers short on time for implementation

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2. If all teachers implement standards based planning and instruction, then we will see increased proficiency in all subject areas. 1

G099468

G2.B1 Planning time, resources and training 2

B267854

G2.B1.S1 PD and common planning time 4

S283754

Strategy Rationale

In PD and common planning teachers will utilize resources to create standards based lessons.

Action Step 1 5

Standards-Based Planning

Person Responsible

Tracy McLaughlin

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

teacher plans, walkthroughs, PM Science

Action Step 2 5

iReady and Achieve3000

Person Responsible

Tracy McLaughlin

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

data driven differentiated instruction

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

review teacher plans, walkthroughs

Person Responsible

Tracy McLaughlin

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

observation, data

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

PD

Person Responsible

Tracy McLaughlin

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

Teacher generated data. Evidence during walk-throughs of the standards. Evidence of collaborative classrooms.

G3. If all teachers use rigorous common assessments aligned with standards, then we will see increased teacher accountability and student proficiency. 1

G099469

G3.B2 Time and resources 2

B267856

G3.B2.S1 Weekly & additional daily common planning time to create common assessments 4

S283756

Strategy Rationale

more than 30 minutes is needed for teachers

Action Step 1 5

Common assessments

Person Responsible

Tracy McLaughlin

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

teacher plans, walkthroughs, assessment data, Math Achievement

Action Step 2 5

iReady and Achieve3000, Edulastic

Person Responsible

Tracy McLaughlin

Schedule

Quarterly, from 8/30/2017 to 6/6/2018

Evidence of Completion

common assessments, diagnostic testing, data driven differentiated instruction

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

Review assessments and student data

Person Responsible

Tracy McLaughlin

Schedule

Biweekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

Student performance on common assessments

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

Team & individual data meetings

Person Responsible

Tracy McLaughlin

Schedule

On 6/6/2018

Evidence of Completion

Common assessments and student performance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M417020	Referral counts	McHugh-Clark, Judi	9/18/2017	Decline in referrals	6/6/2018 monthly
G2.MA1 M417023	Student achievement on standards & PM Science	McHugh-Clark, Judi	8/30/2017	teacher plans and student achievement	6/6/2018 weekly
G3.MA1 M417028	Teacher made common assessments, Go Math assessments	McLaughlin, Tracy	8/30/2017	Lesson plans, assessment data	6/6/2018 quarterly
G1.B2.S1.MA1 M417018	Foundations Team will monitor referral data. Team will educate teachers on new programs and...	McHugh-Clark, Judi	9/18/2017	Referral data, visual implementation of new programs and procedures.	6/6/2018 monthly
G1.B2.S1.MA1 M417019	Student behavior observations and referrals	McHugh-Clark, Judi	9/18/2017	Students following behavior plan and a decline in referrals	6/6/2018 one-time
G1.B2.S1.A1 A383086	Common areas school-wide behavior plan	McHugh-Clark, Judi	9/18/2017	Decline in referrals	6/6/2018 monthly
G2.B1.S1.MA1 M417021	PD	McLaughlin, Tracy	8/30/2017	Teacher generated data. Evidence during walk-throughs of the standards. Evidence of collaborative classrooms.	6/6/2018 weekly
G2.B1.S1.MA1 M417022	review teacher plans, walkthroughs	McLaughlin, Tracy	8/30/2017	observation, data	6/6/2018 weekly
G2.B1.S1.A1 A383087	Standards-Based Planning	McLaughlin, Tracy	8/30/2017	teacher plans, walkthroughs, PM Science	6/6/2018 weekly
G2.B1.S1.A2 A383088	iReady and Achieve3000	McLaughlin, Tracy	8/30/2017	data driven differentiated instruction	6/6/2018 weekly
G3.B2.S1.MA1 M417026	Team & individual data meetings	McLaughlin, Tracy	8/30/2017	Common assessments and student performance data	6/6/2018 one-time
G3.B2.S1.MA1 M417027	Review assessments and student data	McLaughlin, Tracy	8/30/2017	Student performance on common assessments	6/6/2018 biweekly
G3.B2.S1.A1 A383090	Common assessments	McLaughlin, Tracy	8/30/2017	teacher plans, walkthroughs, assessment data, Math Achievement	6/6/2018 weekly
G3.B2.S1.A2 A383091	iReady and Achieve3000, Edulastic	McLaughlin, Tracy	8/30/2017	common assessments, diagnostic testing, data driven differentiated instruction	6/6/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers and administrators implement a school-wide positive behavior plan, then we will see an increase in student engagement and student self-monitoring of behavior.

G1.B2 Time for socio-emotional curriculum

G1.B2.S1 Implement a school-wide positive behavior plan, formed by the Foundations Committee

PD Opportunity 1

Common areas school-wide behavior plan

Facilitator

Judith McHugh Clark

Participants

Foundations Team: Shadreka Smith, Tracy Lockman, Tricia Williams, Lindsay Browning, Stephanie Moran

Schedule

Monthly, from 9/18/2017 to 6/6/2018

G2. If all teachers implement standards based planning and instruction, then we will see increased proficiency in all subject areas.

G2.B1 Planning time, resources and training

G2.B1.S1 PD and common planning time

PD Opportunity 1

Standards-Based Planning

Facilitator

Tracy McLaughlin

Participants

All teachers, administration and coaches

Schedule

Weekly, from 8/30/2017 to 6/6/2018

PD Opportunity 2

iReady and Achieve3000

Facilitator

Tracy McLaughlin, Lindsay Henderson and Lacey Worsdell

Participants

All ELA, Math and ESE Teachers

Schedule

Weekly, from 8/30/2017 to 6/6/2018

G3. If all teachers use rigorous common assessments aligned with standards, then we will see increased teacher accountability and student proficiency.

G3.B2 Time and resources

G3.B2.S1 Weekly & additional daily common planning time to create common assessments

PD Opportunity 1

Common assessments

Facilitator

Tracy McLaughlin

Participants

All teachers and coaches

Schedule

Weekly, from 8/30/2017 to 6/6/2018

PD Opportunity 2

iReady and Achieve3000, Edulastic

Facilitator

Tracy McLaughlin, Lindsay Henderson and Lacey Worsdell

Participants

All ELA, Math and ESE teachers

Schedule

Quarterly, from 8/30/2017 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.B2.S1.A1	Common areas school-wide behavior plan	\$0.00
2	G2.B1.S1.A1	Standards-Based Planning	\$0.00
3	G2.B1.S1.A2	iReady and Achieve3000	\$0.00
4	G3.B2.S1.A1	Common assessments	\$0.00
5	G3.B2.S1.A2	iReady and Achieve3000, Edulastic	\$0.00
Total:			\$0.00