# Montclair Elementary School

**2017-18 Schoolwide Improvement Plan**

# Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

http://mce.oneclay.net

## School Demographics

**School Type and Grades Served**
(per MSID File)

Elementary School
PK-6

**2016-17 Title I School**

Yes

**2016-17 Economically Disadvantaged (FRL) Rate**
(as reported on Survey 3)

93%

**Primary Service Type**
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**
(Reported as Non-white on Survey 2)

43%

## School Grades History

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

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2017-18 DA Category and Statuses for Montclair 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 Made 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.

The School District of Clay County 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.

Through various curriculum units, project based learning and teacher facilitated discussions, students are engaged in a wide variety of opportunities that focus on cultural differences and how these differences can impact their perception, empathize and associate with each other and how these relationships can find commonality.

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

Montclair's established school wide atmosphere that fosters a family theme of mutual respect from the moment they enter our campus students are greeted and personal connections are being made. As students transition around our school clear and concise standard procedures are expected. Expectations for behavior are posted strategically throughout the school to promote a safe learning environment where all are respected.

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

We have a program called MCE 101. At the beginning of the year every student is brought by grade level to meet with the Principal and the Assistant Principal for an introduction to our rules and expectations. The school's expectations are explained and the Code of Conduct is reviewed. All new students (and parents/guardians) enrolling after the 1st day of school receive a personal MCE 101 introduction to Montclair with a guided tour and walked to their classrooms by an administrator. The rules are reviewed every quarter with the students through additional MCE 101 activities.
In addition, a foundation team was established in April to create a plan with common procedures and expectations along with a character education program. This was shared with all faculty in a Google Team Drive as well as a notebook for easy access in the classroom. The Montclair Family

Expectations is posted in every classroom that states the school's vision and student agreements. The vision and expectations are recited daily. A school-wide discipline flow chart was created which includes examples of student action, staff action, administrative action and consequence to provide continuity.

**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 ELA curriculum, Making Meaning and Being a Writer, have social and emotional components built into the programs. We have a guidance counselor on campus at all times who is available to meet with small groups, provide individual counseling and behavioral interventions. Our ISS assistant communicates with each grade level in order to proactively support students with behavioral challenges and works with teachers to counsel students before disciplinary action is needed.

## 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.**

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school
suspension

2. One or more suspensions, whether in school or out of school

3. Course failure in English Language Arts or Mathematics

4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

**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 | 1 | 0 | 0 | 0 | 3 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| One or more suspensions | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

*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 | 1 | 0 | 0 | 0 | 3 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

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

Student attendance and behavior data is monitored through FOCUS. A school based attendance team consisting of the school's social worker, records secretary, and assistant principal convenes monthly to pull attendance reports from FOCUS. The team reviews reasons for absences and makes phone calls home to gain clarification from parents/guardians to the reasons for the absences. After every case is reviewed, the team determines which action letter needs to be sent home. The letters range from reminders to referral to the State's Attorney Office as outlined per the county's requirement.

School administration works with students, teachers, and parents to develop behavioral contracts, plans, and incentives based on the individual needs of the students. MCE 101 is conducted quarterly by the school's principal to reinforce the daily expectations and procedures. When needed, the administration team will visit classrooms to intervene or provide proactive measures for student citizenship standards. The administration team may utilize the AIMS placement. AIMS is for students that need intensive support learning acceptable, social-emotional behaviors in an academic setting.

Student academic data is monitored quarterly through grade-level data meetings. FSA, Formative and Universal Assessments, as well as classroom grades are analyzed. For those students showing academic weaknesses or gaps, additional tiered interventions are introduced and monitored to improve student academic performance through the MTSS process.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/447572.

*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.**

We have worked closely with the community to increase student achievement. Our partnerships have helped provide extra supplies and food for students in need. We have a free tutoring program, YReads for students in grades K-3 to help improve reading achievement. We are also the recipient of the 21st Century Grant. This brings in organizations from our community that will offer extra curricular activities for our students.

Montclair advertises upcoming events by maintaining two billboards in front of the school. We utilize the parent call system that sends pre-recorded messages to each of our families notifying them of upcoming events, schedule changes, and important messages. Teachers, staff and families are encouraged to follow us on our Facebook page and the school website is updated weekly. A school wide

communication tool has been adopted (Class Dojo) as part of the PBIS plan, which provides both specific and broad daily updates to our families.

## 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 |
|---|---|
| Miller, William | Principal |
| Williams, Robbin | Teacher, K-12 |
| Pugh, Melissa | Teacher, K-12 |
| White, Michelle | Teacher, K-12 |
| Weaver, Heather | Teacher, K-12 |
| Brown, Anita | Teacher, ESE |
| Hill, Catherine | Teacher, K-12 |
| Wright, Kathryn | Teacher, K-12 |
| Larson, Cheryl | Assistant Principal |

#### 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 K-6 grade level representative and representatives from ESE, Resource, and the Administration Team. The SBLT meets monthly to review or discuss instructional strategies, instructional changes, and/or concerns based on acquired instructional data. The team works together to develop plans, trainings, and timelines for school wide initiatives. Each SBLT member then ensures that their grade level/content area teams are informed of monthly discussions and initiatives.

Mrs. Larson (Assistant 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: Amanda Borum: Facilitates and supports best teaching practice primarily in math science, data collection, and implementation of the curriculum and the Framework.

Title 1 Interventionist: Heidi Nebesnyk: 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) Teachers: 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.

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.*

Grade levels meet quarterly with administration to review formative and summative data collected. Through the data collection and grade-level discussions, benchmarks are established and students' outcomes are analyzed.

Based on our findings, professional development is sought from Model Schools, county trainings, and curriculum specialists to provide teachers with insight into new strategies/frameworks to improve their professional practice. Schedules have been developed so para-professionals and ESE staff can push-in with classroom teachers to provide remediation and enrichment support to all grade levels. Resources have been purchased with the assistance of the Instructional Department to ensure that Montclair has a common tools to assess students' reading levels K-6th grade and researched based materials, curriculum, and software for remediation.

*Title 1, Extended Day/Staffing, 21st Century Grant

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|------|-------------------|
| Kathryn Wright | Teacher |
| Laurie Langley | Parent |
| A. Bilbray | Parent |
| Catherine Hill | Teacher |
| Clarence Bilbray | Teacher |
| Kristi Wilder | Parent |
| lynda.thompson@myoneclay.net | Teacher |
| | Student |

## b. Duties

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

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

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

The SAC committee reviewed and analyzed the 2016-17 SIP and three goals that were established.

Goal 1:65% of students in grades 3rd-6th will demonstrate proficiency by scoring a level 3-5 on the Spring ELA portion of the FSA.

Goal 2: 65% of students in grades 3rd-6th will demonstrate proficiency by scoring a level 3-5 on the Spring Math portion of the FSA.

Goal 3:65% of students in grades K-6th will increase their writing skills by incorporating writing across the curriculum and will demonstrate proficiency on the District's Spring Writing Assessment.

*b. Development of this school improvement plan*

The SAC committee reviewed the 2016-17 SIP and student assessment data. The SIP will be developed and rewritten by the SAC Chair and Assistant Principal utilizing the existing goals addressing math and reading by implementing small group instruction with research based interventions. In addition, a goal will address a schoolwide positive behavior to increase student engagement and responsibility.

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

The SAC Committee will meet monthly to develop business partnerships and organize/plan several fundraising opportunities:

Technology needs
Breakfast with Santa
Mother's Day Flower Sale

During these meetings the committee will also analyze the needs of MCE's Focus Groups/ Committees and confer with the administration of the costs associated with the needed resources.

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

No funds are listed for 2017-2018 under SAC, but MCE had received additional funding through Title 1.

*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 |
|------|-------|
| Larson, Cheryl | Assistant Principal |
| Brown, Anita | Teacher, ESE |
| Williams, Robbin | Teacher, K-12 |
| Pugh, Melissa | Teacher, K-12 |
| White, Michelle | Teacher, K-12 |
| Weaver, Heather | Teacher, K-12 |
| Dewald, April | Teacher, K-12 |
| Hill, Catherine | Teacher, K-12 |
| Wright, Kathryn | Teacher, K-12 |

### b. Duties

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

One of the chief initiatives of the LLT this year is the implementation of a collaborative classroom using The Framework for Intentional Teaching. The faculty receives continuous training and support in Being a Writer and Making Meaning to ensure the social, emotional, and academic needs of the students are being met.

The LLT will be reviewing the framework and it's components through the rubrics, notes, videos, and observations that are shared during the monthly Curriculum Council Meetings the administration attends.

The LLT will share and discuss various collaborative strategies to be implemented to increase student participation and understanding.

## 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 are involved in weekly PLC/professional development meetings where they discuss standards and best practices that can be utilized across the curriculum. MCE's daily schedule allows each grade level a common planning and lunch time.

Each day a different grade level/content group meets for a common 30 minute planning where they discuss standards, county pacing guides and analyze data to determine small groups and direct instruction. This rotation allow for these groups to meet once every 10 days.

Each quarter teachers from across grade levels and content areas come together for a "Tribal Soup" gathering. This is an opportunity for teachers to share ideas, strategies, resources, and personal experiences with teachers and colleagues from departments and grades across the school.

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

Applicants are screened based on a criteria developed collaboratively by administrators. This criteria is used to interview and hire highly qualified personnel. Once hired, all faculty participates in Professional Development provided by the school administration, teacher leaders, and the county.

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

All first year teachers take part in the BEST mentoring experience offered through the county. As new teachers join grade level teams, the team leaders and their PLC team will help them transition into the culture of MCE. There are opportunities for the Assistant Principal, instructional coaches, and/or County Curriculum Specialists to come out to classrooms and model lessons for teachers and provide follow-up discussions aimed towards their professional growth needs.

## 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.*

Teachers at Montclair utilize CPALMS, county curriculum maps, county adopted materials including Making Meaning, Being a Writer, Eureka Math, Discovery Education, and PLC's to ensure that core instructional programs and practices are aligned to the Florida Standards.

#### b. Instructional Strategies

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

All grade levels meet every 10 days with coaches and administration, and weekly during common planning time to analyze data to determine which students are in need of remediation or enrichment. Based on the various formative assessments such as DRA, iReady, Achieve 3000, Performance Matters, Clay Writes, Foundation Skills Assessments, and various grade level assessments, students' results are compared to established benchmarks and peer data. Based on the results, instructional plans are developed to address Tier 1/core instructional needs as well as develop small remediation and enrichment groups based on students with similar instructional needs. When needed MTSS tier 2 / tier 3 interventions are administered.

Some examples of supplemental instruction using the data gathered include, students K thru 2nd grade are grouped based on their phonics needs and receive 30 minutes of daily leveled instruction

using the supplemental phonics curriculum, SIPPS. LLI is used in every grade level as an intervention to increase reading proficiency. Students receive 45 minutes of individualized practice in each reading and math using iReady Reading (K-3), Achieve 3000 (ELA 4-6), and iReady Math (K-6). Students will additional small group instruction using iReady Toolbox to remediate and enrich students in reading and math according to data pulled from this practice.

Teachers in grades K-6 facilitate a 10-30 minutes daily IDR time where individual student needs are met through authentic literature at the student's individual reading level.

*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:** 21,600

Montclair has two after school programs; YReads and The 21st Century Grant. YReads is a program funded by the YMCA that offers intensive reading tutoring for K-3. The 21st Century Grant provides students with a variety of extra curricular activities that align to our Florida Standards to support the social, emotional, and academic learning of our students in grades 3-6.

*Strategy Rationale*

The activities are developed to meet student interests and needs, increase knowledge, develop higher order thinking skills as well as increasing citizenship.

*Strategy Purpose(s)*

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Larson, Cheryl, cheryl.larson@myoneclay.net

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

The social, emotional, and academic improvement for The 21st Century Grant is tracked through biweekly journals, increased physical stamina, and classroom performance. YReads relies on formative test scores and placement tests.

**Strategy:** Summer Program

**Minutes added to school year:**

The library is opened for 5 Tuesdays every summer. It is staffed by teacher and parent volunteers. Programs are created to enrich and encourage student learning and reading throughout the summer months. Students also have the option of completing the program at home.

***Strategy Rationale***

The program encourages students to continue reading and researching throughout the summer months when traditionally students lose ground.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Miller, William, william.miller@myoneclay.net

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

Student participation in monitored by completed logs that are submitted when the students return to school in August.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

The administration meets with all kindergartners when they begin school. The student code of conduct is explained to the students in language that the students can comprehend. Parents of kindergartners are encouraged to join the principal for a Kindergarten MCE 101 where parents receive an introduction to Montclair.

All kindergarten students begin with staggered enrollment, this allows them to adapt to the classroom environment more easily. They are given tours of the school and meet key personnel that they might not encounter on a daily basis so that they are more comfortable. Academically all children entering Kindergarten are screened and supported appropriately.

We have a guidance program that we begin at the end of the sixth grade school year. This program helps to transition their social and emotional maturity from elementary to junior high school. Students do a variety of activities including role playing and being introduced to the organizational skills needed for junior high.

### 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/tours.
Both junior high schools come to campus to provide course selections and explain various opportunities available. LSJH's band and chorus come to perform and recruit for next year. Resource teachers do relay activities at the end of the year to prepare students for junior high.

***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 Programming

***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, § 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.

Based on FSA scores from 2016-17 our students are not meeting proficiency in the areas of math and reading. Therefore small group instruction is needed in order to close the gap in learning.

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

Based on the Insight Survey and surveys conducted by the Foundations team, a PBIS plan was established for the 2017-2018 school year.

### 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 all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math.

**G2.**  If all teachers implement a schoolwide positive behavior system with fidelity, then we should see an increase in student engagement and student ownership of their behavior.

**G3.**  If all teachers implement math curriculum with fidelity, then we should improve student performance in Math.

## 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 all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math. 1a

🔍 G099479

### Targets Supported 1b

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

### Targeted Barriers to Achieving the Goal 3

- Procedures and management during small group

- Implementing interventions with fidelity

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

- Counties curriculum map

- LLI program

- Leveled book room

- Eureka materials

- Instructional coaches and assistants

- iReady

- Achieve 3000

## Plan to Monitor Progress Toward G1. 8

Students reading and math skills will be assessed to determine progress.

**Person Responsible**

Cheryl Larson

**Schedule**

Triannually, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

DRA Reading Levels (K-6) iReady Reading (k-3) iReady Math (k-6) Achieve 3000 (4-6) Foundational Skills Assessments (K-2) FSA (3-6)

**G2.** If all teachers implement a schoolwide positive behavior system with fidelity, then we should see an increase in student engagement and student ownership of their behavior. 1a

🔍 G099480

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| School Grade - Percentage of Points Earned | 62.0 |

## Targeted Barriers to Achieving the Goal 3

- Consistent implementation of the schoolwide behavior plan

- Lack of parent participation

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

- Foundations Committee

- Behavior Plan Notebook for faculty with procedures and expectations

- Class Dojo

- Shared Team Drive

- Guidance Counselor

- Character Education sample lesson plans

- Character Education Book of the Month

## Plan to Monitor Progress Toward G2. 8

Student engagement and ownership of their behavior will increase.

**Person Responsible**
William Miller

**Schedule**
Weekly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***
Observations of student engagement Decreased discipline referrals Exit tickets Assessment

**G3.** If all teachers implement math curriculum with fidelity, then we should improve student performance in Math. `1a`

🔍 G099481

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Math Achievement District Assessment | 70.0 |

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

- New program to learn

- Lack of background knowledge for Eureka strategies

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

- Eureka curriculum with manipulatives

- Math Coach

- PD - Rotations to analyze data and form small groups

- iReady Math

- Primary grades utilizing Number Talks

- Increased time for Math block

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

Student Math progress will be monitored through informal/formative math opportunities

**Person Responsible**
Cheryl Larson

**Schedule**
Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***
Student Workbooks Eureka mid-module and module assessments Exit tickets iReady growth monitoring iReady diagnostic

## 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 all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math. 1

🔍 G099479

**G1.B4** Procedures and management during small group 2

🔍 B267895

**G1.B4.S1** Teachers will receive support from instructional coaches during planning and instruction to establish procedures and expectations. 4

🔍 S283782

### Strategy Rationale

The support will help teachers work through challenges faced during small group instruction.

**Action Step 1** 5

Coaches meet with teachers to discuss planning and instruction.

**Person Responsible**

**Schedule**

Daily, from 8/28/2017 to 6/1/2018

*Evidence of Completion*

**Action Step 2** 5

Administration sets clear expectations and communicates regularly.

**Person Responsible**

William Miller

**Schedule**

Daily, from 8/28/2017 to 6/1/2018

*Evidence of Completion*

Feedback from Walk-Throughs

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** `6`

Administration will monitor fidelity through walk-throughs

### Person Responsible

William Miller

### Schedule

Daily, from 8/28/2017 to 6/1/2018

### *Evidence of Completion*

Feedback and observations

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** `7`

Administration and teachers will analyze data to determine effectiveness.

### Person Responsible

Cheryl Larson

### Schedule

Monthly, from 8/28/2017 to 6/1/2018

### *Evidence of Completion*

Assessments

**G1.B4.S2** Administration will communicate expectation of daily small group instruction and provide support as needed. `4`

🔍 S283783

### Strategy Rationale

Communicating expectations provides consistency among teachers and creates a supportive professional learning environment.

> Action Step(s) Missing for Goal #1, Barrier #4, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

**G1.B5** Implementing interventions with fidelity  2

🔑 B267896

**G1.B5.S1** Provide training for LLI, iReady, Achieve 3000, and Eureka. Coaches are available daily to support the implementation of these programs.  4

🔑 S283784

### Strategy Rationale

This will create a firm foundation of understanding and continuous improvement in the application of instruction.

### Action Step 1  5

Onsite training

**Person Responsible**

Cheryl Larson

**Schedule**

Monthly, from 8/31/2017 to 6/6/2018

***Evidence of Completion***

Diagnostic assessments, FSA, SAT, Curriculum assessments

### Action Step 2  5

PD Rotation

**Person Responsible**

Cheryl Larson

**Schedule**

Biweekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Data from iReady, Achieve 3000, SIPPS and LLI

## Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Feedback through Walk-Throughs

### Person Responsible

William Miller

### Schedule

Daily, from 8/28/2017 to 6/1/2018

### *Evidence of Completion*

Observations and discussions between teachers and administration

## Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Common Planning

### Person Responsible

William Miller

### Schedule

Weekly, from 8/24/2017 to 6/1/2018

### *Evidence of Completion*

Data from iReady, Achieve 3000, SIPPS, and LLI

## Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Data Meetings

### Person Responsible

Cheryl Larson

### Schedule

Biweekly, from 8/21/2017 to 6/1/2018

### *Evidence of Completion*

FSA, DRA, Diagnostic Assessments, Curriculum Assessments

**G1.B5.S2** PD rotation - each grade level meets to discuss data to guide instruction of small groups  4

🔑 S283785

### Strategy Rationale

Teachers , coaches and administration are held accountable for the implementation of small groups.

Action Step(s) Missing for Goal #1, Barrier #5, Strategy #2 Complete one or more action steps for this Strategy or de-select it

**G2.** If all teachers implement a schoolwide positive behavior system with fidelity, then we should see an increase in student engagement and student ownership of their behavior. [1]

🔑 G099480

**G2.B2** Consistent implementation of the schoolwide behavior plan [2]

🔑 B267898

**G2.B2.S1** The Foundation team will train staff on the procedures and expectations throughout the year as needed. A notebook and shared team drive is provided to all faculty. Banners are strategically placed throughout the campus and lessons were provided to initially teach the students and continuously review. [4]

🔑 S283788

### Strategy Rationale

Expectations and procedures are clearly posted and communicated for consistency throughout the campus.

### Action Step 1 [5]

Post banners strategically throughout the school and provide a BE board for each classroom.

**Person Responsible**

Clarence Bilbray

**Schedule**

On 8/18/2017

***Evidence of Completion***

posted banners

### Action Step 2 [5]

Teach character trait lessons from notebook each month as assigned as well as reviewing expectations regularly

**Person Responsible**

William Miller

**Schedule**

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

***Evidence of Completion***

lesson plans and incident reports

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

Teachers use of tiered behavior system, review of expectations and implementation of character lessons will be monitored through learning walks and behavior referrals.

### Person Responsible

William Miller

### Schedule

Weekly, from 8/14/2017 to 6/6/2018

### *Evidence of Completion*

Lesson plans, reflection sheets, behavior referrals

**G2.B3** Lack of parent participation  2

🔑 B267899

**G2.B3.S1** Every teacher and administrator has a Class Dojo account. Training is offered to create and manage in order to communicate student progress daily with families. This application can be used for general updates as well as specific issues relating to an individual student. All teachers who interact with students have the ability to award points to students, which is immediately relayed to parents. Parents were given codes to access this application at Orientation and Open House. It is also posted on our website.  4

🔑 S283789

### Strategy Rationale

Families have immediate access to information about their child;s day. This increases the positive feedback to families.

**Action Step 1**  5

Discipline survey was given to teachers and students 2-5 grade

**Person Responsible**

Kathryn Wright

**Schedule**

On 5/31/2017

***Evidence of Completion***

Survey results

**Action Step 2**  5

Create a plan for a schoolwide behavior system

**Person Responsible**

Kathryn Wright

**Schedule**

Monthly, from 5/3/2017 to 8/11/2017

***Evidence of Completion***

Shared Team Drive and Notebook

## Action Step 3 `5`

The committee shared the plan during preplanning and trained the staff on Class Dojo.

### Person Responsible

Kathryn Wright

### Schedule

### *Evidence of Completion*

## Action Step 4 `5`

The Foundations Team will meet monthly to follow up on students in MTSS for behavior.

### Person Responsible

Kathryn Wright

### Schedule

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

### *Evidence of Completion*

Collaboration Logs

## Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Walk-Throughs and observations

### Person Responsible

William Miller

### Schedule

Weekly, from 8/15/2017 to 6/1/2018

### *Evidence of Completion*

Daily posts on Dojo, observations, feedback from Walk-throughs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** `7`

Use flagpole celebration to reward students with highest Dojo points in each class.

**Person Responsible**

William Miller

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Student positive Dojo points

**G2.B3.S2** Based on the discipline survey given to grades 2-5, students did not have knowledge of school rules. Consequently, the committee established schoolwide vision with guidelines that are posted around campus and in every classroom. A flowchart which includes a clear protocol that outlines consequences so that it is consistent throughout every grade level and class. Parents are the first contact when an issue arises. This plan is presented in Orientation, Open House and on our website. `4`

🔑 S283790

**Strategy Rationale**

Communication is key to keep families actively involved in their childś education.

Action Step(s) Missing for Goal #2, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

**G3.** If all teachers implement math curriculum with fidelity, then we should improve student performance in Math. 1

🔑 G099481

**G3.B1** New program to learn 2

🔑 B267900

**G3.B1.S1** Math coach works with teachers implementing Eureka Math to assist in planning, forming small groups driven by data, and increasing the utilization of best practices in math instruction. 4

🔑 S283791

### Strategy Rationale

Teacher need support in implementing a new program with fidelity according to the programs protocols. Teachers and coach must work collaboratively to infuse best practices into the Eureka lessons.

**Action Step 1** 5

Instructional Math Coach - Amanda Borum

#### Person Responsible

William Miller

#### Schedule

Daily, from 8/21/2017 to 8/21/2017

#### *Evidence of Completion*

Amanda Borum's schedule with teachers and feedback in weekly meetings

**Action Step 2** 5

Eureka Training

#### Person Responsible

William Miller

#### Schedule

Monthly, from 9/13/2017 to 6/1/2018

#### *Evidence of Completion*

The Writing Focus Groups will submit a summary of their collaboration and their next steps

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

The administration team will join the monthly PD as well as some of the planning meetings.

**Person Responsible**

William Miller

**Schedule**

Monthly, from 9/13/2017 to 6/1/2018

*Evidence of Completion*

Google calendar of meetings PD logs summarizing topics and next steps Implementation in the classroom as observed in Walk-Throughs and formal observations Administrative meeting with coach to assess progress

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

Focused administrative walk-throughs looking for evidence of implementation of Eureka

**Person Responsible**

Cheryl Larson

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

*Evidence of Completion*

Lessons delivered using the Eureka protocol Appropriate time allocated to planning and delivery Teacher/Student Conversations Students utilizing Eureka strategies Evidence of problem solving in the classroom

**G3.B4** Lack of background knowledge for Eureka strategies  2

🔑 B267903

**G3.B4.S1** Planning and implementing small groups based on a variety data sources to remediate students' gaps in background knowledge.  4

🔑 S283793

### Strategy Rationale

In order to implement Eureka with fidelity, students need background knowledge to utilize strategies at the core of the program.

**Action Step 1** 5

Math coach plans and models small groups with teachers.

**Person Responsible**

Cheryl Larson

**Schedule**

Biweekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Amanda Borum's google calendar to show scheduled meetings with individual teachers.

**Action Step 2** 5

PD Rotation to analyze data and form groups based on student need

**Person Responsible**

Cheryl Larson

**Schedule**


***Evidence of Completion***

Collaborative logs and student groups

## Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Administration team will join meetings and periodically sit in on planning with teachers.

### Person Responsible

### Schedule

Biweekly, from 9/5/2017 to 6/1/2018

### *Evidence of Completion*

Google calendar of meetings PD logs summarizing topics and next steps Implementation in the classroom as observed in Walk-Throughs and formal observations Administrative meeting with coach to assess progress

## Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Administration and coach will track data from a variety of sources to monitor student progress.

### Person Responsible

Cheryl Larson

### Schedule

Weekly, from 9/5/2017 to 6/1/2018

### *Evidence of Completion*

iReady diagnostic and growth monitoring Eureka mid-module and module assessments Exit tickets Item Spec practice

## 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** | | | | | |
| G2.B3.S1.A3 A383118 | The committee shared the plan during preplanning and trained the staff on Class Dojo. | Wright, Kathryn | 8/8/2017 | | No End Date one-time |
| G3.B4.S1.A2 A383124 | PD Rotation to analyze data and form groups based on student need | Larson, Cheryl | 8/21/2017 | Collaborative logs and student groups | No End Date one-time |
| G2.B3.S1.A1 A383116 | Discipline survey was given to teachers and students 2-5 grade | Wright, Kathryn | 5/2/2016 | Survey results | 5/31/2017 one-time |
| G2.B3.S1.A2 A383117 | Create a plan for a schoolwide behavior system | Wright, Kathryn | 5/3/2017 | Shared Team Drive and Notebook | 8/11/2017 monthly |
| G2.B2.S1.A1 A383114 | Post banners strategically throughout the school and provide a BE board for each classroom. | Bilbray, Clarence | 8/11/2017 | posted banners | 8/18/2017 one-time |
| G3.B1.S1.A1 A383120 | Instructional Math Coach - Amanda Borum | Miller, William | 8/21/2017 | Amanda Borum's schedule with teachers and feedback in weekly meetings | 8/21/2017 daily |
| G1.MA1 M417063 | Students reading and math skills will be assessed to determine progress. | Larson, Cheryl | 9/5/2017 | DRA Reading Levels (K-6) iReady Reading (k-3) iReady Math (k-6) Achieve 3000 (4-6) Foundational Skills Assessments (K-2) FSA (3-6) | 6/1/2018 triannually |
| G2.MA1 M417069 | Student engagement and ownership of their behavior will increase. | Miller, William | 8/28/2017 | Observations of student engagement Decreased discipline referrals Exit tickets Assessment | 6/1/2018 weekly |
| G3.MA1 M417076 | Student Math progress will be monitored through informal/formative math opportunities | Larson, Cheryl | 9/5/2017 | Student Workbooks Eureka mid-module and module assessments Exit tickets iReady growth monitoring iReady diagnostic | 6/1/2018 weekly |
| G1.B4.S1.MA1 M417058 | Administration and teachers will analyze data to determine effectiveness. | Larson, Cheryl | 8/28/2017 | Assessments | 6/1/2018 monthly |
| G1.B4.S1.MA1 M417059 | Administration will monitor fidelity through walk-throughs | Miller, William | 8/28/2017 | Feedback and observations | 6/1/2018 daily |
| G1.B4.S1.A1 A383108 | Coaches meet with teachers to discuss planning and instruction. | | 8/28/2017 | | 6/1/2018 daily |
| G1.B4.S1.A2 A383109 | Administration sets clear expectations and communicates regularly. | Miller, William | 8/28/2017 | Feedback from Walk-Throughs | 6/1/2018 daily |
| G1.B5.S1.MA1 M417060 | Data Meetings | Larson, Cheryl | 8/21/2017 | FSA, DRA, Diagnostic Assessments, Curriculum Assessments | 6/1/2018 biweekly |
| G1.B5.S1.MA1 M417061 | Feedback through Walk-Throughs | Miller, William | 8/28/2017 | Observations and discussions between teachers and administration | 6/1/2018 daily |
| G1.B5.S1.MA2 M417062 | Common Planning | Miller, William | 8/24/2017 | Data from iReady, Achieve 3000, SIPPS, and LLI | 6/1/2018 weekly |
| G1.B5.S1.A2 A383111 | PD Rotation | Larson, Cheryl | 8/21/2017 | Data from iReady, Achieve 3000, SIPPS and LLI | 6/1/2018 biweekly |
| G2.B3.S1.MA1 M417067 | Use flagpole celebration to reward students with highest Dojo points in each class. | Miller, William | 9/5/2017 | Student positive Dojo points | 6/1/2018 monthly |
| G2.B3.S1.MA1 M417068 | Walk-Throughs and observations | Miller, William | 8/15/2017 | Daily posts on Dojo, observations, feedback from Walk-throughs | 6/1/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B3.S1.A4 A383119 | The Foundations Team will meet monthly to follow up on students in MTSS for behavior. | Wright, Kathryn | 8/8/2017 | Collaboration Logs | 6/1/2018 monthly |
| G3.B1.S1.MA1 M417070 | Focused administrative walk-throughs looking for evidence of implementation of Eureka | Larson, Cheryl | 8/21/2017 | Lessons delivered using the Eureka protocol Appropriate time allocated to planning and delivery Teacher/Student Conversations Students utilizing Eureka strategies Evidence of problem solving in the classroom | 6/1/2018 weekly |
| G3.B1.S1.MA1 M417071 | The administration team will join the monthly PD as well as some of the planning meetings. | Miller, William | 9/13/2017 | Google calendar of meetings PD logs summarizing topics and next steps Implementation in the classroom as observed in Walk-Throughs and formal observations Administrative meeting with coach to assess progress | 6/1/2018 monthly |
| G3.B1.S1.A2 A383121 | Eureka Training | Miller, William | 9/13/2017 | The Writing Focus Groups will submit a summary of their collaboration and their next steps | 6/1/2018 monthly |
| G3.B4.S1.MA1 M417074 | Administration and coach will track data from a variety of sources to monitor student progress. | Larson, Cheryl | 9/5/2017 | iReady diagnostic and growth monitoring Eureka mid-module and module assessments Exit tickets Item Spec practice | 6/1/2018 weekly |
| G3.B4.S1.MA1 M417075 | Administration team will join meetings and periodically sit in on planning with teachers. | | 9/5/2017 | Google calendar of meetings PD logs summarizing topics and next steps Implementation in the classroom as observed in Walk-Throughs and formal observations Administrative meeting with coach to assess progress | 6/1/2018 biweekly |
| G3.B4.S1.A1 A383123 | Math coach plans and models small groups with teachers. | Larson, Cheryl | 9/5/2017 | Amanda Borum's google calendar to show scheduled meetings with individual teachers. | 6/1/2018 biweekly |
| G1.B5.S1.A1 A383110 | Onsite training | Larson, Cheryl | 8/31/2017 | Diagnostic assessments, FSA, SAT, Curriculum assessments | 6/6/2018 monthly |
| G2.B2.S1.MA1 M417066 | Teachers use of tiered behavior system, review of expectations and implementation of character... | Miller, William | 8/14/2017 | Lesson plans, reflection sheets, behavior referrals | 6/6/2018 weekly |
| G2.B2.S1.A2 A383115 | Teach character trait lessons from notebook each month as assigned as well as reviewing... | Miller, William | 8/14/2017 | lesson plans and incident reports | 6/6/2018 monthly |

## V. Professional Development Opportunities

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

**G1.** If all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math.

**G1.B4** Procedures and management during small group

**G1.B4.S1** Teachers will receive support from instructional coaches during planning and instruction to establish procedures and expectations.

### PD Opportunity 1

Coaches meet with teachers to discuss planning and instruction.

**Facilitator**

Heidi Nebesnyk/ Amanda Borum

**Participants**

teachers

**Schedule**

Daily, from 8/28/2017 to 6/1/2018

**G1.B5** Implementing interventions with fidelity

**G1.B5.S1** Provide training for LLI, iReady, Achieve 3000, and Eureka. Coaches are available daily to support the implementation of these programs.

### PD Opportunity 1

Onsite training

**Facilitator**

Heidi Nebesnyk, Amanda Borum, IReady and Achieve 3000 consultants

**Participants**

teachers and assistants

**Schedule**

Monthly, from 8/31/2017 to 6/6/2018

**G3.** If all teachers implement math curriculum with fidelity, then we should improve student performance in Math.

**G3.B1** New program to learn

**G3.B1.S1** Math coach works with teachers implementing Eureka Math to assist in planning, forming small groups driven by data, and increasing the utilization of best practices in math instruction.

### PD Opportunity 1

Instructional Math Coach - Amanda Borum

#### Facilitator

Amanda Borum

#### Participants

Michele White, Virginia Marsh, Laura McElroy, Caitlyn Tomazinis, Lynda Thompson, Julia Jograj, Rebecca Shumaker, Kerri Bell, Mary Fitzsimmons

#### Schedule

Daily, from 8/21/2017 to 8/21/2017

### PD Opportunity 2

Eureka Training

#### Facilitator

Amanda Borum

#### Participants

Voluntary for teacher implementing Eureka Math

#### Schedule

Monthly, from 9/13/2017 to 6/1/2018

**G3.B4** Lack of background knowledge for Eureka strategies

**G3.B4.S1** Planning and implementing small groups based on a variety data sources to remediate students' gaps in background knowledge.

### PD Opportunity 1

PD Rotation to analyze data and form groups based on student need

#### Facilitator

Amanda Borum

#### Participants

math teachers

#### Schedule

**G3.B4** Lack of background knowledge for Eureka strategies

**G3.B4.S1** Planning and implementing small groups based on a variety data sources to remediate students' gaps in background knowledge.

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B4.S1.A1 | Coaches meet with teachers to discuss planning and instruction. | $0.00 |
|---|---|---|---|
| 2 | G1.B4.S1.A2 | Administration sets clear expectations and communicates regularly. | $0.00 |
| 3 | G1.B5.S1.A1 | Onsite training | $0.00 |
| 4 | G1.B5.S1.A2 | PD Rotation | $0.00 |
| 5 | G2.B2.S1.A1 | Post banners strategically throughout the school and provide a BE board for each classroom. | $0.00 |
| 6 | G2.B2.S1.A2 | Teach character trait lessons from notebook each month as assigned as well as reviewing expectations regularly | $0.00 |
| 7 | G2.B3.S1.A1 | Discipline survey was given to teachers and students 2-5 grade | $0.00 |
| 8 | G2.B3.S1.A2 | Create a plan for a schoolwide behavior system | $0.00 |
| 9 | G2.B3.S1.A3 | The committee shared the plan during preplanning and trained the staff on Class Dojo. | $0.00 |
| 10 | G2.B3.S1.A4 | The Foundations Team will meet monthly to follow up on students in MTSS for behavior. | $0.00 |
| 11 | G3.B1.S1.A1 | Instructional Math Coach - Amanda Borum | $0.00 |
| 12 | G3.B1.S1.A2 | Eureka Training | $0.00 |
| 13 | G3.B4.S1.A1 | Math coach plans and models small groups with teachers. | $0.00 |
| 14 | G3.B4.S1.A2 | PD Rotation to analyze data and form groups based on student need | $0.00 |
| | | Total: | $0.00 |