Clay County Schools

W E Cherry Elementary School

2017-18 Schoolwide Improvement Plan

W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

http://wec.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 W E Cherry 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 any language.)

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 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.

As a school, we host parent involvement nights where parents are given a survey to complete at the end of the night's events. Teachers engage in parent conferences for each of their students in an effort to build strong rapports and a level of trust. Current curriculum involves turn-and-talk components for students to share which promotes social emotional learning. Classroom libraries are built on student interest surveys. At the beginning of the year, teachers plan get-to-know-you activities in the classroom.

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

A detailed before and after school duty schedule is set at the beginning of the school year, so adult supervision is present on campus. Students are never allowed to be on campus alone. Students must always have an adult or classmate with them during the school day. The campus is fully gated and locked during school hours. All visitors must enter through the front office and show identification to be permitted on 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.

Posters with clear behavioral expectations can be found in all homerooms and throughout the school. The posters have three sections with details: Rules, Consequences and Rewards. Students stay engaged in the classroom through rigorous learning experiences. Some teachers are trained and facilitate the CHAMPS framework which focuses on expectations and academic and behavioral achievement. Teachers implement PBIS (Positive Behavioral Intervention Support) strategies within the classroom.

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 Making Meaning curriculum contains social and emotional components. There is a Positive Behavioral Support System in place. School council focuses on improving the school in various ways. The guidance counselor, the school social worker and the school psychologist are available to all students upon request.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system will include the following early warning indicators:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
*One or more suspensions, whether in school or out of school.
* Course failure in English Language Arts or mathematics.
* 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	2	2	5	5	8	2	11	0	0	0	0	0	0	35
One or more suspensions	4	0	5	5	5	6	18	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	2	2	4	1	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	30	39	36	4	0	0	0	0	0	0	109

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

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

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

For Attendance:
Attendance contact
Doctor's Note required

For Grades:
Tutoring
Remediation

For Discipline:
Discipline contact

School service work
Detention

Testing:
Intensive Reading
Intensive Math

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/443466.

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 holds a parent volunteer meeting to introduce parents/community members to the school. Fliers are handed out and one on one meetings take place to involve the community and build partnerships.
A volunteer coordinator works with parents and community members. Parents are informed how to access the parent portal and school website. If needed, they may use school computers. WEC has partnered with various community churches, that have supported teachers and students with supplies. Mentors from a local church visit students on a weekly basis to counsel and encourage.

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
Whiddon, Angie	Principal
Lee, Kristie	Teacher, K-12
Cebulskie, Elizabeth	Teacher, K-12
Cummings, Katheryn	Teacher, K-12
Gillander, Brenda	Teacher, K-12
Eason, Jarrod	Assistant Principal
Johnson, Whitney	Instructional Coach

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-6 iReady Math diagnostics, K-3 iReady ELA diagnostics, 4-6 Achieve 3000 data and formal assessments such as FSA. The principal is the leader of the meeting and provides a common vision for the use of data-based decision making. The instructional coach facilitates and supports best teaching practices, data collection, MTSS, and implementation of the curriculum and the Framework. The 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.

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.

School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.
Available resources are as follows:
Enrichment/after school tutoring provided by Title I
Substitute money provided by State and local funds for common planning and professional development
Title I teachers and Assistants for small groups in the classrooms
Parent Involvement Nights to inform Parents about Curriculum and Reading
SIPPS program purchased through Title I to assist K-2 with phonics
LLI purchased for tier 2 & 3 reading interventions
FSA Annual Testing
FSA Alternative Assessment
Performance Matters in 5th grade Science
iReady Diagnostics
Achieve 3000

FLKRS
Diagnostic Reading Assessments (DRA)

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Whitney Johnson	Teacher
Kristie Lee	Teacher
Jarrod Eason	Principal
April Pearson	Education Support Employee
Jerilyn Eason	Parent
Cheri Nance	Parent
Robert Jerry Poole	Parent
Bettie Adams	Business/Community
Frances Crego	Parent
Crystel Hill	Parent
Samantha Peacock	Parent
Shannon Phelps	Teacher
Jenny Thurman	Teacher
Andrea Walker	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting data from the previous year is reviewed and analyzed in relation to the SIP goals.

b. Development of this school improvement plan

All SAC members are presented with a rough draft of the SIP. Co-chairs present the different portions of the plan and ask for approval. All teachers, parents, community members, etc. must approve the sections in order for us to make our SIP final. Questions and comments/changes are asked after explanation is given and if there are changes, a majority vote is taken to change the document.

Every year a climate survey is sent out to the WEC faculty, parents, and a select population of students to complete. Based upon the survey, the SAC committee meets to investigate the trends of achievements and/or improvements needing to be made to improve WEC's academics as well as climate and culture.

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

Administration presents the budget to the SAC Committee for review.

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

No school improvement funds were allocated last year.

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
Whiddon, Angie	Principal
	Teacher, K-12
Lee, Kristie	Teacher, K-12
Cebulskie, Elizabeth	Teacher, K-12
Cummings, Katheryn	Teacher, K-12
Gillander, Brenda	Teacher, K-12
Eason, Jarrod	Assistant Principal
Johnson, Whitney	Instructional Coach

b. Duties

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

The LLT will work to effectively integrate the MTSS process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. The LLT will plan a Literacy Week including a Literacy Night for parents and students to attend. With the new Making Meaning curriculum, students are reading, writing and thinking everyday.

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 have one hour PLCs that are committed to learning new standards, creating new assessments, and discussing a variety of topics such as struggling students, successes in the classroom, and lesson ideas.

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

New teachers are paired with mentor teachers to explain procedures and help with instructional questions. Administration also uses the BEST program to pair mentor teachers with new teachers. Administration provides all available resources and support to new teachers. Administration attends

yearly teacher recruitment fairs and maintains resumes of highly qualified teachers. Administration works to ensure that staff feels valued and supported in order to retain highly qualified staff.

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

Mentor teachers are provided when required. Teachers who are new to the district or are first year teachers are paired with a peer teacher. Administration provides professional development opportunities and opportunities to observe colleagues.

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 meet weekly in collaborative PLCs to discuss how they are utilizing and implementing Florida's standards with fidelity. PLC groups review the standards, curriculum maps, and the intentional framework to ensure maximum learning is occurring during the literacy blocks and math. Through this time, the needs of all subgroups are assessed to ensure students are able to meet the challenge of State academic 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.

Teachers use an intentional teaching framework outlined by the District of Clay County. Small group instruction is targeted based on the needs of each student, allowing teachers to conference, and monitor the progress of individual students. Teachers differentiate instruction to meet the needs of all students to help them attain proficiency, gains, or advance levels on state assessments.

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

Strategy: After School Program

Minutes added to school year: 3,780

Fosters relationships within the school community, and translates into the strengthening of social-emotional skills while inadvertently boosting academic achievement.

Strategy Rationale

Utilize one-on-one activities, small group instruction, and enrichment activities to increase students overall academic abilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Whiddon, Angie, angela.whiddon@myoneclay.net

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

Data will be monitored weekly by extended day teachers using iReady
2017-2018 FSA Scores will determine effectiveness.
Teacher Observation

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.

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Students with low reading readiness are given supplemental intensive reading instruction using SRA, SIPPS, and/or other research based programs. The STAR Early Literacy assessment (formerly FLKRS) and SIPPS diagnostic is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title I funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

Our outgoing 6th grade students are acclimated to their new junior high school environment by information given to them by the junior high staff who visit our school and explain the course schedules, electives and extra-curricular activities available to them.

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.

Included in the answer above. N/A. Elementary Only.

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

Included in the answer above. N/A. Elementary Only.

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

Included in the answer above. N/A. Elementary Only.

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.

Included in the answer above. N/A. Elementary Only.

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.

In comparing the 2016 FSA data to 2017, we experienced a drop in our bottom quartile learning gains which prompted us to ensure curriculum and intervention programs were being implemented with fidelity. Science produced a similar trend with proficiency dropping from 55% to 47%.

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.

The 2016/2017 FSA data showed a drop in overall Science proficiency with much of the drop coming from non proficiency in the Fair Game standards.FSA gains stagnated indicating instructional deficiencies in our bottom quartile students. Based on this information, we have set goals of implementing science curriculum with fidelity to make sure all tested standards are covered. For our bour bottom quartile students, we will used rigorous common assessment to strategically group and differentiate to ensure all students are receiving and equitable education.

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 the science curriculum with fidelity, then we should see improved student performance in science.

G2.   If all teachers use rigorous common assessment aligned with standards and item specifications, then we should see an increase in proficiency in all core subject areas.

G3.   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

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 the science curriculum with fidelity, then we should see improved student performance in science. `1a`

🔑 G099485

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Level 5	

Targeted Barriers to Achieving the Goal `3`

• Data shows students lack prior knowledge of assessed standards

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

• Stem Lab teacher will reinforce assessed standards(Fair Game) from previous years

Plan to Monitor Progress Toward G1. `8`

Quarterly grade sheets, data pocket charts

Person Responsible
Jarrod Eason

Schedule
Quarterly, from 8/16/2017 to 6/7/2018

Evidence of Completion
Data documented on quarterly grade sheets and data pocket charts

G2. If all teachers use rigorous common assessment aligned with standards and item specifications, then we should see an increase in proficiency in all core subject areas. `1a`

🔍 G099486

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal `3`

- Time

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

- Title I teachers for small groups

Plan to Monitor Progress Toward G2. `8`

Quarterly grade sheets, data pocket charts

Person Responsible
Angie Whiddon

Schedule
Quarterly, from 9/15/2017 to 6/1/2018

Evidence of Completion
Data documented on quarterly grade sheets and data pocket charts

G3. 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`

🔍 G099487

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal `3`

- Space for Clay Behavioral personnel

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

- Create a traveling schedule for personnel to use free classroom space when unoccupied

Plan to Monitor Progress Toward G3. `8`

Focus discipline reports will be monitored for a reduction in disciplinary actions

Person Responsible

Angie Whiddon

Schedule

Monthly, from 8/16/2017 to 6/7/2018

Evidence of Completion

Evidence will be shown through Focus discipline reports

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 the science curriculum with fidelity, then we should see improved student performance in science. 1

🔑 G099485

G1.B1 Data shows students lack prior knowledge of assessed standards 2

🔑 B267911

G1.B1.S1 The STEM Lab teacher will reinforce 3rd and 4th grade standards assessed on FSA. 4

🔑 S283798

Strategy Rationale

By allowing the STEM teacher to reteach Fair Game standards, the classroom teacher will be able to focus on grade level standards.

Action Step 1   5

Teachers will attend scheduled Science training provided by the District Office.

Person Responsible

Jarrod Eason

Schedule

Quarterly, from 8/16/2017 to 6/7/2018

Evidence of Completion

Evidence will be based on data from quarterly Science Performance Matters.

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

Data produced by Science PM testing will be progress monitored quarterly.

Person Responsible

Jarrod Eason

Schedule

Quarterly, from 8/16/2017 to 6/7/2018

Evidence of Completion

Evidence will be based on data from quarterly Science Performance Matters.

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

Data produced by Science PM testing will be progress monitored quarterly.

Person Responsible

Jarrod Eason

Schedule

On 6/7/2018

Evidence of Completion

Evidence will be based on data from quarterly Science Performance Matters.

G2. If all teachers use rigorous common assessment aligned with standards and item specifications, then we should see an increase in proficiency in all core subject areas. 1

🔍 G099486

G2.B1 Time 2

🔍 B267912

G2.B1.S1 Title I staff will progress monitor common assessments in order to create small groups to address instructional needs. 4

🔍 S283799

Strategy Rationale

It allows teachers to focus on Tier I instruction while Title I teachers focus more on Tier 2 and Tier 3 interventions.

Action Step 1 5

Title I staff will progress monitor common assessments in order to create small groups to address instructional needs.

Person Responsible

Kristie Lee

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Title I teachers' schedules and assistants' schedules

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

Principal will monitor continuous growth by using various data sources.

Person Responsible

Angie Whiddon

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Data from the common assessments

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

Principal will monitor continuous growth by using various data sources.

Person Responsible

Angie Whiddon

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Data from the common assessments

G3. 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`
🔍 G099487

G3.B1 Space for Clay Behavioral personnel `2`
🔍 B267913

G3.B1.S1 Create a traveling schedule for Clay Behavioral personnel. `4`
🔍 S283800

Strategy Rationale

By coordinating a traveling schedule for Clay Behavioral personnel, students will benefit from regular visits.

Action Step 1 `5`

Teachers and staff will receive ongoing Positive Behavioral Intervention Support training.

Person Responsible

Angie Whiddon

Schedule

Weekly, from 8/16/2017 to 6/7/2018

Evidence of Completion

Evidence will be shown through a reduction of disciplinary incidents.

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

Monitor disciplinary actions created in Focus

> **Person Responsible**
>
> Angie Whiddon
>
> **Schedule**
>
> Monthly, from 8/16/2017 to 6/7/2018
>
> ***Evidence of Completion***
>
> Evidence will be shown through Focus discipline reports

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

Monitor disciplinary actions created in Focus

> **Person Responsible**
>
> Angie Whiddon
>
> **Schedule**
>
> Monthly, from 8/16/2017 to 6/7/2018
>
> ***Evidence of Completion***
>
> Evidence will be shown through Focus discipline reports

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.MA1 M417091	Quarterly grade sheets, data pocket charts	Whiddon, Angie	9/15/2017	Data documented on quarterly grade sheets and data pocket charts	6/1/2018 quarterly
G2.B1.S1.MA1 M417089	Principal will monitor continuous growth by using various data sources.	Whiddon, Angie	9/15/2017	Data from the common assessments	6/1/2018 monthly
G2.B1.S1.MA1 M417090	Principal will monitor continuous growth by using various data sources.	Whiddon, Angie	9/15/2017	Data from the common assessments	6/1/2018 monthly
G2.B1.S1.A1 A383130	Title I staff will progress monitor common assessments in order to create small groups to address...	Lee, Kristie	9/15/2017	Title I teachers' schedules and assistants' schedules	6/1/2018 monthly
G1.MA1 M417088	Quarterly grade sheets, data pocket charts	Eason, Jarrod	8/16/2017	Data documented on quarterly grade sheets and data pocket charts	6/7/2018 quarterly
G3.MA1 M417094	Focus discipline reports will be monitored for a reduction in disciplinary actions	Whiddon, Angie	8/16/2017	Evidence will be shown through Focus discipline reports	6/7/2018 monthly
G1.B1.S1.MA1 M417086	Data produced by Science PM testing will be progress monitored quarterly.	Eason, Jarrod	8/16/2017	Evidence will be based on data from quarterly Science Performance Matters.	6/7/2018 one-time
G1.B1.S1.MA1 M417087	Data produced by Science PM testing will be progress monitored quarterly.	Eason, Jarrod	8/16/2017	Evidence will be based on data from quarterly Science Performance Matters.	6/7/2018 quarterly
G1.B1.S1.A1 A383129	Teachers will attend scheduled Science training provided by the District Office.	Eason, Jarrod	8/16/2017	Evidence will be based on data from quarterly Science Performance Matters.	6/7/2018 quarterly
G3.B1.S1.MA1 M417092	Monitor disciplinary actions created in Focus	Whiddon, Angie	8/16/2017	Evidence will be shown through Focus discipline reports	6/7/2018 monthly
G3.B1.S1.MA1 M417093	Monitor disciplinary actions created in Focus	Whiddon, Angie	8/16/2017	Evidence will be shown through Focus discipline reports	6/7/2018 monthly
G3.B1.S1.A1 A383131	Teachers and staff will receive ongoing Positive Behavioral Intervention Support training.	Whiddon, Angie	8/16/2017	Evidence will be shown through a reduction of disciplinary incidents.	6/7/2018 weekly

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 the science curriculum with fidelity, then we should see improved student performance in science.

> **G1.B1** Data shows students lack prior knowledge of assessed standards

> **G1.B1.S1** The STEM Lab teacher will reinforce 3rd and 4th grade standards assessed on FSA.

PD Opportunity 1

Teachers will attend scheduled Science training provided by the District Office.

Facilitator

Jasmine Floyd

Participants

All science teachers

Schedule

Quarterly, from 8/16/2017 to 6/7/2018

G3. 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.B1** Space for Clay Behavioral personnel

> **G3.B1.S1** Create a traveling schedule for Clay Behavioral personnel.

PD Opportunity 1

Teachers and staff will receive ongoing Positive Behavioral Intervention Support training.

Facilitator

PBIS

Participants

W.E.Cherry Leadership Team

Schedule

Weekly, from 8/16/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will attend scheduled Science training provided by the District Office.	$0.00
2	G2.B1.S1.A1	Title I staff will progress monitor common assessments in order to create small groups to address instructional needs.	$0.00
3	G3.B1.S1.A1	Teachers and staff will receive ongoing Positive Behavioral Intervention Support training.	$0.00
		Total:	$0.00