

Clay County Schools

Clay Hill Elementary School



2017-18 Schoolwide Improvement Plan

Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

<http://che.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	7%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Clay Hill 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.

Our mission is to work collaboratively with all stakeholders to provide a public education 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.

b. Provide the school's vision statement.

Clay Hill Elementary School exists to prepare lifelong learners for personal success in a global and technologically advanced society.

2. School Environment

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

Clay Hill Elementary learns about student cultures through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups, and embeds the integration of explicit social/emotional learning strategies. Students have the opportunity to learn to discuss, listen to, and respond to the ideas of their peers, which helps them to foster a community of respect among peers. Teachers are also involved in conferences scheduled throughout the school year. Clay Hill likes to get to know parents/guardians through our annual Fall Festival, Orientation, Open House and multiple other parent involvement activities throughout the year.

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

Safety is of the utmost importance to the faculty and staff of Clay Hill Elementary. Teachers and parents work with the guidance counselor to create positive behavior plans as necessary. The teachers/staff are on duty in hallways, common areas/walkways and the bus loop both before and after school. Clay Hill Elementary helps create a safe environment through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups.

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.

CHE's PRIDE program is a mechanism for positive behavior supports, through which students are routinely recognized for behaviors that contribute to a functional, supportive classroom and school community. PRIDE students are recognized spontaneously throughout the year, and they are formally recognized once per month, based on their demonstration of character traits. Clay Hill Elementary incorporates the use of the "Show Your Pride" attention due throughout the campus on a daily basis. Monthly PRIDE traits are embedded in the school day to encourage/support positive behavioral choices. The principal and assistant principal review the Code of Conduct with all grade levels at the start of the school year to establish expectations and ensure student understanding. The teachers

establish procedures in their classrooms so that students know what is expected of them and behavior management plans are developed as needed. The school handbook is incorporated into each student's agenda and reviewed the first two weeks of school in every 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.

Clay Hill Elementary fosters a positive atmosphere to meet the social and emotional needs of students through the implementation of our curriculum, Making Meaning and Being a Writer which enables students to work together in cooperative groups. They have the opportunity to discuss ideas which helps them to foster a community of respect among peers. Teachers can work with the counselor and school psychologist to develop Tier 2 or Tier 3 behavior plans as necessary. The guidance counselor also works with students to help give guidance or mentor students with social-emotional needs. Character education is also provided through the monthly PRIDE traits focused on school-wide.

3. Early Warning Systems

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

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in 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.

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	5	0	0	0	0	0	0	5	
One or more suspensions	1	1	1	1	0	5	9	0	0	0	0	0	0	18	
Course failure in ELA or Math	0	0	0	0	0	0	5	0	0	0	0	0	0	5	
Level 1 on statewide assessment	0	0	0	1	2	5	13	0	0	0	0	0	0	21	

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

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

Attendance:

- Attendance Contract
- Doctor's Note
- Social Worker Referral

Grades:

- Tutoring
- Remediation
- Compass
- Tier 2/3 MTSS

Discipline

- Behavior Contract
- School Service Work
- Detention
- Tier 2/3 MTSS

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/493123>.

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.

Clay Hill Elementary seeks to involve the family and community of Clay Hill through our Orientation, Open House, Fall Festival, PFA, and various parent involvement activities planned throughout the year. We seek to include representatives from community organizations and/or business in our events, to enable them to "get the word out" to our staff and parent base about what their organizations may offer, while they provide supports, such supply donations, for the benefit of our students. These partnerships are typically established through personal conversations with organizational leaders, such as phone calls or meetings with business owners and/or community members.

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
Reed, Adele	Principal
Bowlin, Yvonne	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Holton, Lynette	Teacher, K-12
Brown, Jenna	Teacher, K-12
Tichinel, Brandy	Teacher, K-12
Stevens, Candice	Teacher, K-12
Johnson, Sarah	Assistant Principal
Barengo, Rachel	Teacher, K-12
LeStrange, Paula	School Counselor
Urfer, Brenna	Teacher, K-12
Pitchford, Crista	Teacher, K-12

b. Duties

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

The 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-2 Foundational Skills Assessment or alternative, 5th Performance Matters benchmark science assessments (and other locally-created common assessments), and formal assessments such as the FSA or SAT-10. The Principal is the leader of the meeting. The assistant principal will attend the meetings in a support role for the Principal. The reading committee chairperson may provide effective interventions for the Tier 1 instructional needs, as does the math committee chairperson in order to make recommendations for math. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-6 students take benchmark assessments throughout the school year. Grade level data meetings will be held in late fall and at the start of semester two (subsequent to baseline assessments), as well as monthly team/department meetings to review student data and analyze quality of Tier 1 instruction. These data are also brought to the SBLT team for analysis and recommendations for instructional response. Administrators meet with teachers during professional learning communities and quarterly data meetings to review student data. At these meetings, administrators, ESE teachers, the Intervention Team Facilitator, and classroom teachers look at specific student data and will initiate MTSS plans for those students who are struggling to meet grade level/course expectations. These

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brenna Urfer	Teacher
Deann Dupont	Education Support Employee
Laura Burns	Business/Community
Adele Reed	Principal
Trisha McLaughlin	Parent
Luke Edwards	Parent
Philip Lloyd	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

SIP goals are analyzed against outcome achievement data for evaluation of progress. Strategies are examined to determine whether they were successful or if changes to instructional delivery must be made. Copies of the School Improvement Plan are provided at each meeting for review and suggestions, comments, and questions are solicited from those in attendance at the meetings.

b. Development of this school improvement plan

SAC is given the opportunity to review and submit suggestions to the plan at the beginning of each school year. Progress toward goals is reviewed at each meeting, using data from benchmark assessments, such as PM, i-Ready Diagnostics, or Achieve Level Set. At the end of the school year, members are asked for further recommendations for the upcoming school year.

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

There is no budget provided for SAC for the 2017-2018 school year, but the SAC reviews the school's general and Title I budget to determine where funds are/should be placed to support instruction and school initiatives, including human resource allocation and supplementary instructional materials, such as classroom libraries, online instructional programs, and technology.

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

There is no budgeted SAC money.

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

Yes

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

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
Stevens, Candice	Teacher, K-12
Bowlin, Yvonne	Teacher, K-12
Pittman, Meredith	Teacher, K-12
Reed, Adele	Principal
Medina, Renee	Teacher, K-12
Ristad, Michelle	Teacher, K-12
Bonfanti, Katie	Teacher, K-12
Barengo, Rachel	Teacher, K-12

b. Duties

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

The LLT will discuss and make suggestions for each grade level regarding:

- Coherence between grade levels regarding standards-aligned instruction
- Independent libraries
- Use of IDR time
- Destiny for eBooks
- SIPPS, LLI
- Enrichment/remediation groups to reinforce struggling students
- PLC's
- Student talk vs. teacher talk
- Making Meaning/Being a Writer/Lucy Calkins
- Having students set learning goals and self-monitor progress
- iReady

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.

Clay Hill Elementary has committed to an hour of common planning time once a week in grade-level groups. Meetings will include planning, implementation plan, and reflections. The teams work together at the beginning of the year to develop a community in their groups. Then they will focus on planning instruction for the students based on student needs answering the questions: what do we want students to know, how will we know if they learned it, what will we do if they didn't. Teachers will collaboratively problem solve and plan instruction based upon the guiding questions and specific student data.

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

Through the use of PLC's, lesson studies, professional development, data meetings, and grade level meetings Clay Hill will work to retain highly qualified teachers. As Clay Hill Elementary is a Title 1 school,

it is required that all teachers are highly qualified. Additionally, we work to partner with local colleges and universities providing opportunities for interns, network through the county recruiting fair, and participating in the mock interviews with UNF.

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

In-coming teachers are paired with highly-qualified teachers, who show an interest in being teacher-leaders, to be mentored. The pairings are based on similar grade-level bands (primary and intermediates). The teachers meet often to help facilitate the transition to the school and to better acclimate them to the school's culture and instructional performance. There are also school-based instructional coaches in place to assist with planning, model lessons, and provide resources and support to teachers. Also Clay County provides additional supports through the beginning teacher support program and the TIP Plus program.

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.

CHE utilizes all district-adopted and/or district-approved instructional programs that have been vetted for alignment with Florida State Standards. Any supplementary materials under consideration are presented to the SBLT, in accordance with district policy, for scrutiny by team members who assess for alignment with standards.

In PLC's and independently, teachers review the standards and align curriculum to these standards. County Curriculum Guides are used as well as the framework for intentional teaching which allows teachers to adjust to shifts in standards. During our daily schedule, students have literacy block of 150 minutes, 90 minutes which are uninterrupted. There are also links from the Curriculum Maps directly to CPALMS for further information. District and on-site coaches work with teachers to ensure pacing within the standards and student proficiency in mastery of the standards.

b. Instructional Strategies

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

Professional learning communities are formed based upon disaggregated student data. The PLC's create target plans to focus on specific student need and monitor progress throughout the year. Data meetings are held quarterly after benchmark assessments to discuss student data and create enrichment/remediation plans for instruction based on individual student need and determine if Tier 2 or Tier 3 services are needed. Grade level teams meet continuously to discuss student progress and assess effective groupings for remediation and enrichment which occurs on a daily basis in all K-6 classes. (Instructional time is set aside daily to provide differentiated instruction based upon student data and progress towards mastery of standards.) Classroom teachers also work with students to set learning goals, within specific content areas, based on their individual needs as they monitor progress and re-set goals. Differentiated instruction, via small groups or other strategies re-grouping is used to treat students with like-needs and remediate gaps in performance.

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

Strategy: Extended School Day

Minutes added to school year: 24,480

This is a program funded through the 21st Century Community Learning Center. It is a state-funded program, under No Child Left Behind, designed to provide extended learning and enrichment opportunities to students and parents.

Strategy Rationale

The students need extra time outside of the classroom to practice skills they may not have learned during the school day. In addition, students are offered enrichment opportunities to broaden thinking.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reed, Adele, adele.reed@myoneclay.net

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

The teachers will collect ongoing achievement data (via school wide baseline assessments) to determine if the students are making progress through after school tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Incoming:

At the end of each school year and during the summer, Clay Hill Elementary reaches out local a local feeder pre-kindergarten/daycare that feeds into our school for both family engagement and the delivery of instructional opportunities for emergent learners. In addition, CHE offers pre-kindergarten enrollment. During pre-planning, Clay Hill Elementary has each incoming kindergartener go through an early literacy screening. Attendance is staggered for the first two days so only half of the kindergartners are in attendance.

Outgoing:

In the spring of the school year, Clay Hill Elementary sends all 6th graders to the junior high for a field trip allowing them to become familiar with campus and learn more about elective opportunities for the upcoming year. All 6th graders are offered a "Step-Up" program over the summer where they can spend a day at the junior high learning more about where things are located, how to work lockers, and study habits.

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.

In the spring of the school year, Clay Hill Elementary sends all 6th graders to the junior high for a field trip allowing them to become familiar with campus and learn more about elective opportunities for the upcoming year. Many of these electives have college and career connections and these are emphasized when students tour the campus and classrooms in the spring. All 6th graders are offered a "Step-Up" program over the summer where they can spend a day at the junior high learning more about where things are located, how to work lockers, and study habits.

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

"Foundational" career and technical education programs are available through CHE's extended-day programs which include a variety of opportunities for students to learn the basics of professional skills, included performance arts, robotics, and micro-farming/horticulture.

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

The integration of career and technical education is encouraged routinely in all upper intermediate classrooms, as appropriate, and when applicable. Teachers invite parents and/or community members with technical or specialized expertise to present to or share their careers with students when these connect to Florida standards or current classroom topics.

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

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.

CHE's outcome data for 2017 illustrated the need for intensive support of student achievement in all assessed areas. Our greatest area of strength was ELA LQ Learning Gains at 54%, which was an increase of 7 percentage points. All other areas reflected performance drops. CHE's focus in '17-'18 will be the delivery of core instruction with fidelity with targeted, differentiated instruction to address learning gaps.

B. Problem Analysis Summary

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

CHE stakeholders have attributed losses in achievement to a lack of reflection on historic data to predict and respond to the demonstrated drops in performance. The recommendation for improvement includes shifting teacher assignments to better align instructional strength with need, ensure the delivery of high-quality instruction through the use of adopted materials or SBLT-approved supplementary materials with fidelity, and responding to progressive achievement data through fluid small groups.

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 ELA, math, and science curriculum with fidelity, then student proficiency performance in all areas should improve.
- G2.** If teachers differentiate instruction through weekly small groups, aligned to student areas of need, then learning gains should increase in ELA and math for all students, including lower quartile students.
- G3.** If teachers implement PBIS with fidelity, then student disciplinary action will be reduced, and increased academic time will result.

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 ELA, math, and science curriculum with fidelity, then student proficiency performance in all areas should improve. 1a

G099488

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	49.0
Statewide Science Assessment Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Baseline data indicates that students are typically entering CHE with below-grade level skills, requiring remediation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Eureka Math/Carnegie Math iReady MM, BaW, Lucy Calkins SS Primary Sources, DBQ's, Capstone Libraries Curriculum Coach Title 1 Assistants Daily time built into schedules for interventions.

Plan to Monitor Progress Toward G1. 8

Formative assessment and both local and district student performance data

Person Responsible

Adele Reed

Schedule

Quarterly, from 9/16/2017 to 5/11/2018

Evidence of Completion

Both district and school level benchmark data will show progress toward student proficiency

G2. If teachers differentiate instruction through weekly small groups, aligned to student areas of need, then learning gains should increase in ELA and math for all students, including lower quartile students. 1a

G099489

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	63.0
Math Gains	48.0
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Identifying students' instructional needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready Instructional Profiles, Achieve Level Set data, STAR Instructional Profiles, DRA results, unit/module pre-assessments

Plan to Monitor Progress Toward G2. 8

i-Ready, A3000, DRA, STAR, common assessments

Person Responsible

Adele Reed

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Assessment score reports

G3. If teachers implement PBIS with fidelity, then student disciplinary action will be reduced, and increased academic time will result. 1a

 G099490

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of common expectations, language, and reinforcement system

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHE PRIDE Program

Plan to Monitor Progress Toward G3. 8

Referral data

Person Responsible

Sarah Johnson

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

FOCUS referral data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If all teachers implement ELA, math, and science curriculum with fidelity, then student proficiency performance in all areas should improve. **1**

 G099488

G1.B1 Baseline data indicates that students are typically entering CHE with below-grade level skills, requiring remediation. **2**

 B267914

G1.B1.S1 Curriculum coach will work with teachers modeling lessons, providing feedback, planning lessons, breaking down standards, and supporting students achievement. **4**

 S283801

Strategy Rationale

Coach specializes in high-impact classroom strategies to accelerate learning for students whose skills lag behind that of their peers.

Action Step 1 **5**

Curriculum coach works with teacher to plan and refine instruction based upon student data.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Planning, lesson plans, student data

Action Step 2 **5**

Weekly professional development through Professional Learning Communities, training in iReady, Lucy Calkins, Eureka, Intel, as well as observations of model classroom implementation.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLC logs, sign-in sheets, iReady data, and walkthrough and observation data.

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

Weekly planning with PLC teams, support from curriculum coach and data reports from assessments such as classroom assessments, PM, and iReady

Person Responsible

Adele Reed

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits. Data reports of student progress, intervention records, lesson plans.

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

Classroom Walkthroughs, Formative Assessment data analyzed at quarterly data meetings

Person Responsible

Adele Reed

Schedule

Monthly, from 9/16/2017 to 5/11/2018

Evidence of Completion

Classroom Walkthroughs on the Framework and content area standards will be done biweekly. Feedback will be given to teachers on instruction and differentiation/interventions based upon student need along with visible improvement on student performance in math standards.

G2. If teachers differentiate instruction through weekly small groups, aligned to student areas of need, then learning gains should increase in ELA and math for all students, including lower quartile students. **1**

 G099489

G2.B1 Identifying students' instructional needs. **2**

 B267915

G2.B1.S1 Teachers will utilize i-Ready instructional profiles, DRA placement scores, Achieve Level Set, STAR Instructional Grouping, and unit/module pre-assessments to identify needs and group students for effective and efficient small group instruction. **4**

 S283802

Strategy Rationale

Instruction must be aligned to student needs.

Action Step 1 **5**

Teachers will utilize the i-Ready Instructional Profiles, DRA, STAR, unit pre-assessments, and A3000 Level Set to group and remediate students.

Person Responsible

Adele Reed

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Small groups reflected in lesson plans, reports in data notebooks.

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

Review of lesson plans, observation of classroom instruction

Person Responsible

Adele Reed

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Walkthrough logs, teacher lesson plans

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

Teachers and admin will review student achievement data.

Person Responsible

Adele Reed

Schedule

Weekly, from 9/1/2017 to 5/24/2018


Evidence of Completion

Student performance reports in various assessment systems.


G3. If teachers implement PBIS with fidelity, then student disciplinary action will be reduced, and increased academic time will result. 1

 G099490

G3.B1 Lack of common expectations, language, and reinforcement system 2

 B267916

G3.B1.S1 Implement system of explicit delivery of behavior/character ed expectations with frequent reinforcement and identification of target character ed skills. 4

 S283803

Strategy Rationale

Lack of student recognition/understanding of behavior expectations make it impossible for them to meet standards.

Action Step 1 5

Admin teaches students Code of Conduct, monitor teacher delivery of PRIDE tickets

Person Responsible

Sarah Johnson

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

PRIDE tickets, reduced referral rates

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

Review rates of PRIDE ticket distribution, ID which teachers are more frequently distributing

Person Responsible

Sarah Johnson

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Historic record of PRIDE ticket numbers with teacher names

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

Reduced referral rates

Person Responsible

Sarah Johnson

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

FOCUS discipline referral data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M417097	Formative assessment and both local and district student performance data	Reed, Adele	9/16/2017	Both district and school level benchmark data will show progress toward student proficiency	5/11/2018 quarterly
G1.B1.S1.MA1 M417095	Classroom Walkthroughs, Formative Assessment data analyzed at quarterly data meetings	Reed, Adele	9/16/2017	Classroom Walkthroughs on the Framework and content area standards will be done biweekly. Feedback will be given to teachers on instruction and differentiation/interventions based upon student need along with visible improvement on student performance in math standards.	5/11/2018 monthly
G2.MA1 M417100	i-Ready, A3000, DRA, STAR, common assessments	Reed, Adele	9/1/2017	Assessment score reports	5/24/2018 monthly
G3.MA1 M417103	Referral data	Johnson, Sarah	9/1/2017	FOCUS referral data	5/24/2018 monthly
G2.B1.S1.MA1 M417098	Teachers and admin will review student achievement data.	Reed, Adele	9/1/2017	Student performance reports in various assessment systems.	5/24/2018 weekly
G2.B1.S1.MA1 M417099	Review of lesson plans, observation of classroom instruction	Reed, Adele	9/1/2017	Walkthrough logs, teacher lesson plans	5/24/2018 weekly
G2.B1.S1.A1 A383134	Teachers will utilize the i-Ready Instructional Profiles, DRA, STAR, unit pre-assessments, and...	Reed, Adele	9/1/2017	Small groups reflected in lesson plans, reports in data notebooks.	5/24/2018 monthly
G3.B1.S1.MA1 M417101	Reduced referral rates	Johnson, Sarah	9/1/2017	FOCUS discipline referral data	5/24/2018 monthly
G3.B1.S1.A1 A383135	Admin teaches students Code of Conduct, monitor teacher delivery of PRIDE tickets	Johnson, Sarah	9/1/2017	PRIDE tickets, reduced referral rates	5/24/2018 monthly
G3.B1.S1.MA1 M417102	Review rates of PRIDE ticket distribution, ID which teachers are more frequently distributing	Johnson, Sarah	9/1/2017	Historic record of PRIDE ticket numbers with teacher names	5/25/2018 monthly
G1.B1.S1.MA1 M417096	Weekly planning with PLC teams, support from curriculum coach and data reports from assessments...	Reed, Adele	9/1/2017	School wide data will be continuously updated and examined along with data meetings to discuss individual student needs and plan for instruction. Interventions and instructional shifts should be evidenced in lesson plans and classroom visits. Data reports of student progress, intervention records, lesson plans.	5/31/2018 biweekly
G1.B1.S1.A1 A383132	Curriculum coach works with teacher to plan and refine instruction based upon student data.	Reed, Adele	9/1/2017	Planning, lesson plans, student data	5/31/2018 weekly
G1.B1.S1.A2 A383133	Weekly professional development through Professional Learning Communities, training in iReady, Lucy...	Reed, Adele	9/1/2017	PLC logs, sign-in sheets, iReady data, and walkthrough and observation data.	5/31/2018 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 ELA, math, and science curriculum with fidelity, then student proficiency performance in all areas should improve.

G1.B1 Baseline data indicates that students are typically entering CHE with below-grade level skills, requiring remediation.

G1.B1.S1 Curriculum coach will work with teachers modeling lessons, providing feedback, planning lessons, breaking down standards, and supporting students achievement.

PD Opportunity 1

Curriculum coach works with teacher to plan and refine instruction based upon student data.

Facilitator

Adele Reed

Participants

Content area teacher

Schedule

Weekly, from 9/1/2017 to 5/31/2018

PD Opportunity 2

Weekly professional development through Professional Learning Communities, training in iReady, Lucy Calkins, Eureka, Intel, as well as observations of model classroom implementation.

Facilitator

Adele Reed

Participants

Content area teachers

Schedule

Weekly, from 9/1/2017 to 5/31/2018

G2. If teachers differentiate instruction through weekly small groups, aligned to student areas of need, then learning gains should increase in ELA and math for all students, including lower quartile students.

G2.B1 Identifying students' instructional needs.

G2.B1.S1 Teachers will utilize i-Ready instructional profiles, DRA placement scores, Achieve Level Set, STAR Instructional Grouping, and unit/module pre-assessments to identify needs and group students for effective and efficient small group instruction.

PD Opportunity 1

Teachers will utilize the i-Ready Instructional Profiles, DRA, STAR, unit pre-assessments, and A3000 Level Set to group and remediate students.

Facilitator

Pitchford

Participants

All Teachers

Schedule

Monthly, from 9/1/2017 to 5/24/2018

G3. If teachers implement PBIS with fidelity, then student disciplinary action will be reduced, and increased academic time will result.

G3.B1 Lack of common expectations, language, and reinforcement system

G3.B1.S1 Implement system of explicit delivery of behavior/character ed expectations with frequent reinforcement and identification of target character ed skills.

PD Opportunity 1

Admin teaches students Code of Conduct, monitor teacher delivery of PRIDE tickets

Facilitator

Johnson

Participants

All Teachers

Schedule

Monthly, from 9/1/2017 to 5/24/2018

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	Curriculum coach works with teacher to plan and refine instruction based upon student data.	\$0.00
2	G1.B1.S1.A2	Weekly professional development through Professional Learning Communities, training in iReady, Lucy Calkins, Eureka, Intel, as well as observations of model classroom implementation.	\$0.00
3	G2.B1.S1.A1	Teachers will utilize the i-Ready Instructional Profiles, DRA, STAR, unit pre-assessments, and A3000 Level Set to group and remediate students.	\$0.00
4	G3.B1.S1.A1	Admin teaches students Code of Conduct, monitor teacher delivery of PRIDE tickets	\$0.00
Total:			\$0.00