



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Clay Hill Elementary School

6345 COUNTY ROAD 218

Jacksonville, FL 32234

904-289-7193

<http://che.oneclay.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 69%
Alternative/ESE Center No	Charter School No	Minority Rate 5%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Clay Hill Elementary School

Principal

Tracey Kendrick

School Advisory Council chair

Allison Byers

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joanna Hahn	Kindergarten team leader
Salli Wallace	1st grade team leader
Yvone Bowlin	2nd grade team leader
Elizabeth Thornton	3rd grade team leader
Meredith Pittman	4th grade team leader
Paula Pike	5th grade team leader
Betsy Ellis	6th grade team leader

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Voting members of SAC include: Allison Byers, chair; Rhonda Sample, teacher assistant; Sheri Leach, parent; Allyson Brand, community member; Tracy Waters, parent member.

Involvement of the SAC in the development of the SIP

SAC is given the opportunity to review and submit suggestions to the plan at the beginning of each school year. At the end of the school year, members are asked for further recommendations for the upcoming school year.

Activities of the SAC for the upcoming school year

SAC will meet four times during the school year to: review and make suggestions in regards to the current and future SIP, discuss possible funding of teacher-requested classroom materials, review and suggest updates to the Title I compacts, and discuss school needs and concerns.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be spent on classroom curriculum which directly results in student learning and progress to achieve the goals set forth in the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tracey Kendrick

Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

M. Ed. Educational Leadership

Performance Record

Bonnie Barker

Asst Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

M. Ed. Educational Leadership, National Board Certification (Ele Ed.), Sp. Ed. Educational Leadership

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Erin Peppers		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor's degree in Communications from SUNY at Buffalo, professional certificate in K-6 elementary education	
Performance Record		

Amanda McKinney		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	24
# receiving effective rating or higher	24, 100%
# Highly Qualified Teachers	100%
# certified in-field	23, 96%
# ESOL endorsed	9, 38%
# reading endorsed	4, 17%
# with advanced degrees	7, 29%
# National Board Certified	5, 21%
# first-year teachers	2, 8%
# with 1-5 years of experience	12, 50%
# with 6-14 years of experience	12, 50%
# with 15 or more years of experience	5, 21%

Other Instructional Personnel

of instructional personnel not captured in the sections above

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Through the use of PLC's, lesson studies, and grade level meetings Clay Hill will work to retain highly qualified teachers.

We will also utilize the job fair, and interviews to recruit highly qualified staff.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

In-coming teachers are paired with highly-qualified mentoring teachers who show an interest in being teacher-leaders. The pairings are based on similar grade-level bands (primary and upper). The teachers meet often to help facilitate the transition to the school and to better acclimate them to the school's culture.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for

Tier 1 instructional needs. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

PLCs, School-wide Enrichment Block, Next Generation Content Area Reading Professional Development (NG CAR-PD), ELA block training, Common Core training

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	62%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic				
White	73%	62%	No	76%
English language learners				
Students with disabilities	55%	33%	No	60%
Economically disadvantaged	68%	56%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	60%	70%
Students scoring at or above Achievement Level 4	65	24%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	42	59%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	24	33%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	62%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic				
White	73%	63%	No	75%
English language learners				
Students with disabilities	57%	40%	No	61%
Economically disadvantaged	68%	55%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	60%	70%
Students scoring at or above Achievement Level 4	62	23%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	51%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	59%	65%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	67%	70%
Students scoring at or above Achievement Level 4	18	33%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent involvement through parent conferences, family events, and parent communication (Tuesday folders, email, phone calls, etc.).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent communication			

Goals Summary

- G1.** Increase students' writing skills through incorporating writing throughout every content area.
- G2.** Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs
- G3.** Use student engagement strategies with all staff.

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout every content area.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Being a Writer- Grades K-5
- Allotted time within the ELA Block

Targeted Barriers to Achieving the Goal

- Writing curriculum resources for 6th grade

- Time for professional learning communities

Plan to Monitor Progress Toward the Goal

Administration will monitor use of writing journals, use of PD 360 reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

Periodically

Evidence of Completion:

Walk through sand PD 360 reports

G2. Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Go Math IXL SuccessMaker Brain Pop!

Targeted Barriers to Achieving the Goal

- Time for training
- Materials

Plan to Monitor Progress Toward the Goal

Monthly data meetings

Person or Persons Responsible

Grade-level teachers with administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Calendar and sign-in sheets

G3. Use student engagement strategies with all staff.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Kagan strategies Digital resources from county

Targeted Barriers to Achieving the Goal

- Consistent implementation

Plan to Monitor Progress Toward the Goal

Administration will monitor use of engagement strategies through walkthroughs and PD360

Person or Persons Responsible

Administration

Target Dates or Schedule:

Periodically

Evidence of Completion:

PD 360 reports and walkthroughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Writing curriculum resources for 6th grade

G1.B1.S1 Purchase Being a Writer for 6th grade.

Action Step 1

Purchase Being a Writer for 6th Grade

Person or Persons Responsible

administration

Target Dates or Schedule

September

Evidence of Completion

arrival of materials and distribution to 6th grade classes

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

6th grade teachers will receive Being a Writer

Person or Persons Responsible

administration

Target Dates or Schedule

October

Evidence of Completion

purchase order

Plan to Monitor Effectiveness of G1.B1.S1

Walk throughs using PD360

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

PD 360

G1.B2 Time for professional learning communities

G1.B2.S1 Two days a month, teachers will meet for PLCs from 7:00-8:00am.

Action Step 1

Two days a month, teachers will meet for PLCs from 7:00-8:00am.

Person or Persons Responsible

All staff members K-6

Target Dates or Schedule

Two days a month, 7:00-8:00 am.

Evidence of Completion

sign-in sheets

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

Attendance at PLCs two times a month.

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

sign in sheets and calendar dates

Plan to Monitor Effectiveness of G1.B2.S1

Strategies taught in PLCs are being used consistently in the classroom.

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

walk throughs

G2. Implement research-based strategy of using diagnostic student data from assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs

G2.B1 Time for training

G2.B1.S1 Two times a month, staff members are invited to join a PLC from 7:00-8:00am.

Action Step 1

Two times a month, staff members are invited to join a PLC from 7:00-8:00am.

Person or Persons Responsible

all staff members

Target Dates or Schedule

7:00-8:00am

Evidence of Completion

sign in sheets

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

Math-related PLCs

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

calendar events sent to all staff members

Plan to Monitor Effectiveness of G2.B1.S1

walk-throughs

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

PD 360

G2.B2 Materials

G2.B2.S1 Purchase Singapore Math and Moby Max.

Action Step 1

Purchase Singapore Math curriculum and Moby Max.

Person or Persons Responsible

administration

Target Dates or Schedule

September

Evidence of Completion

Arrival of materials to school and distributed to classroom.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Walk throughs

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year

Evidence of Completion

Purchase Order

Plan to Monitor Effectiveness of G2.B2.S1

Be sure purchase order was processed and materials arrive.

Person or Persons Responsible

administration

Target Dates or Schedule

September

Evidence of Completion

Time spent in computer lab to help set up classes for Moby Max and purchase orders for both.

G3. Use student engagement strategies with all staff.

G3.B1 Consistent implementation

G3.B1.S1 PLCs utilizing Kagan strategies.

Action Step 1

PLCs utilizing Kagan strategies

Person or Persons Responsible

all staff are invited to PLCs

Target Dates or Schedule

throughout the year- two times a month from 7:00-8:00am.

Evidence of Completion

sign in sheets

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

Using Kagan strategies during PLCs

Person or Persons Responsible

administration and staff members

Target Dates or Schedule

during PLC time 7:00-8:00

Evidence of Completion

observation

Plan to Monitor Effectiveness of G3.B1.S1

observing PLC interactions

Person or Persons Responsible

administration

Target Dates or Schedule

during PLCs 7:00-8:00am

Evidence of Completion

increased teacher engagement and conversation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Being a Writer- Grade 6

Making Meaning- Grade 2

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals