

Cedar Grove Elementary School



2014-15 School Improvement Plan

Cedar Grove Elementary School

2826 E 15TH ST, Panama City, FL 32405

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
89%

Alternative/ESE Center
No

Charter School
No

Minority
51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	C

School Board Approval

This plan is pending approval by the Bay 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.

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, 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cedar Grove Students will generate original ideas, evaluate information and communicate their thoughts effectively through reading, writing, listening, speaking, and reasoning.

Provide the school's vision statement

Cedar Grove is committed to developing confident, capable, literate learners.

School Environment

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

Demographic data is shared during preschool inservice to better help the staff understand our clientele.

Teachers build and enforce relationships with students by: Interest inventories, Kagan Cooperative structures (classbuilding and teambuilding), greeting the students at the door, recognizing students by name, PBS schoolwide classroom expectations, student data chats, family night outs, and having student developed classroom expectations (rules) that are embedded with and reflect the schoolwide expectations.

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

CGE promotes and fosters an environment where students feel safe and respected by utilizing PBS school wide expectations, counseling with guidance, availability of School SRO, providing bullying education, character education, monthly character traits, and Bay Base after school program.

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

CGE is a Positive Behavioral Support school that utilizes school wide expectations to promote and grow positive behavioral expectations that are fair and consistently enforced. Training will be provided and refresher courses will be given during the school year. Behavioral data will be shared with the faculty and staff monthly. Kagan Win-Win discipline will be utilized to assist with the schoolwide PBS plan. Individual classroom behavioral plans are required to have the schoolwide expectations embedded in them. Class DOJO computer program will be used for the staff to track their positive interactions with their students. Kagan Cooperative Structures will be utilized to keep students engaged during instructional time.

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

Cedar Grove strives to ensure that the social-emotional needs of all learners are being met. To better accommodate this need we offer: Crisis Intervention teacher, social skills training for students, school Psychologist, referral to outside providers and providing access during the school day to students in need of emotional support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Cedar Grove's early warning system includes using multiple programs among these are the use of the district wide FOCUS computer system which tracks attendance, discipline with an emphasis on suspensions, D and F reports, which are run at the request of administration. We also use the Florida Comprehensive Assessment Test (FCAT) and monitor students who scored a level 1 in English Language Arts, Mathematics, and Science in grades 3-5. We use the Stanford Achievement Test series 10 in Reading for our Kindergarten through second grades and monitor students who score below the 4th stanine.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	44	23	33	21	30	22	173
One or more suspensions	14	6	3	7	11	11	52
Course failure in ELA or Math	0	24	14	33	21	44	136
Level 1 on statewide assessment	0	0	0	61	44	29	134

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	
Students exhibiting two or more indicators	6	14	9	33	25	29	116

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

Administration meets monthly (MTSS meetings) with classroom teachers to monitor the academic performance of students who are identified by the EWS system. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the classroom level to analyze students who are at moderate risk or a high risk for not meeting benchmarks. The team will also collaborate to problem solve and evaluate implementation of programs.

MTSS leadership team meetings: The focus of the MTSS Leadership Team is to develop and maintain a problem-solving system to bring out the best in our school, teachers and students. The team will meet monthly. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or a high risk for not meeting benchmarks. The flow charts developed by this team will be used to determine movement through Tiers 1, 2 and 3. The team will also collaborate to problem solve and evaluate implementation. The team will facilitate the process of Rtl implementation. Identified Tier 3 students in the area of reading have their special area suspended to focus on intervention in reading. For students who exhibit chronic absenteeism the Title I resource teacher will work with the classroom teachers to monitor identified students attendance and schedule CST's to make parents

aware of the attendance problem and brainstorm ways the school can assist. This teacher will follow the districts steps and even attend truancy court if necessary. Celebrations for attendance will be scheduled every 4.5 weeks.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204610>.

Description

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

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

Cedar Grove develops partnerships with the local community through open lines of communication. We send out flyers and mailers asking for business support for projects and family events. Administration attends local civic functions to promote the school. The school works with our local universities to promote higher education. We invite out local media groups out so we can highlight our success and express any further needs we have. We work with our local military bases to help with special projects and to provide student mentors. The research centers of the military have also supported our stem initiatives and provided grant dollars to purchase Elementary is Engineering kits. We have a strong support through our local churches. First Assembly of God of Panama City, Panama City First Baptist Church, Hiland Park Baptist Church are just a few of the churches that have shown a continued commitment to our success. First Assembly provided a back to school lunch for Cedar Grove and our Sister school Springfield to start the year off. First Assembly also recognizes single mothers annually with a day where mothers are pampered and cared for. Everything from simple maintenance on their cars to clothes and toys for their kids are provided. Hiland Park Baptist Supports us with our blessings in a back pack program, providing 50 back packs full of snacks and food for the weekend to 50 students in need. Hiland park baptist hosts our souls for shoes program, providing students new shoes. First Baptist Church does a multitude of wonderful things for our school. They provide lunch for grade levels on Thursday. They provide Sunday school class sponsor for each class on campus. They host a welcome back luncheon for teachers and provide lunch for the entire staff during teacher and staff appreciation week. They provide mentors to the school. They support our anti-bullying campaign and continue to help with character education. Bay Education Foundation provides opportunities annually for classroom grants, Dollar General school supplies,

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Campbell, Phillip	Principal
Davis, Kevin	Teacher, K-12
Chambers, Johnette	Teacher, K-12
Frederick , Christie	Teacher, K-12
Murrell , Laura	Teacher, K-12
Spears, Denise	Teacher, K-12
Stringfellow, Sheree	Teacher, ESE
Williamson , Christy	Teacher, K-12
Blastick, Lorrane	Assistant Principal
Gaddy, Melissa	Teacher, ESE

Duties

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

Roles and Responsibilities of the School Based Leadership Team are as follows:

1. Facilitates team meetings.
2. Serves as a member of the School Improvement Team and School Based Leadership Team. Coordinates continuous improvement efforts for school improvement throughout the year.
3. Performs ongoing data analysis to determine needs in relation to the team including but not limited to state, district, and school based assessments.
4. Serves and chair school committees to assist with reports and curriculum planning.
5. Maintains records of team meetings, data analysis, communications and recommendations.
6. Works with school administration to make necessary changes to programs and/or interventions.
7. Assist substitute teachers and mentors new teachers.
8. Coordinates activities, programs, field trips, resources and resource personnel for the team.
9. Assume responsibility for selection and requisition of materials and textbook needs for grade level team.
10. Serve in other capacities as directed by the school principal.
11. If needed be available outside the contracted work day to perform the above responsibilities.

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

After dis-aggregating data, the school based leadership team (SBLT) identifies areas of need and aligns available resources (personnel, instructional, and curricular) to maximize desired student outcomes. The SBLT, under the leadership of the administration, meets monthly to analyze data and make any necessary adjustments. All resources are inventoried through the district and site based school media centers. The methodology for coordinating and supplementing funds, services, and programs are in coordination with district personnel and following district protocol.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Phillip Campbell	Principal
Carla Rasnic	Parent
Colletta Wilson	Business/Community
Christie Frederick	Teacher
Pequetta Freeman	Teacher
Karen Powers	Education Support Employee
Rayna West	Parent
Melissa Mullins	Parent
Eduardo Charrez	Parent
Filiberta Charrez	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

During the regularly scheduled meetings, progress monitoring data was shared with the SAC committee. Committee members were given opportunities and encouraged to voice concerns and provide feedback on the progress of the School Improvement Plan and the Parent involvement plan of the SIP.

Development of this school improvement plan

Members of the SAC have been provided opportunities during regularly scheduled meeting to analyze school data and through the problem solving process to identify needs, resources and barriers. In addition, the SAC members have been afforded the opportunity to provide input and feedback on the needs, resources and barriers previously identified by the school staff and the School-Based Leadership Team.

Preparation of the school's annual budget and plan

During the May 22, 2014 SAC meeting the tentative Title I and school budget was shared. Committee members expressed concerns over professional development opportunities for teachers. Members also questioned the decline in funding for both budgets. After explanation and clarification, the committee approved the tentative budgets for the 2014-2015 school year.

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

On May 6, 2014 CGE was given the allocation of \$2,372 to be expended by the SAC committee. Mrs. Robbins made a motion to allocate \$2,372 budget toward student recognition including, but not limited to, award certificates, and medals, student celebrations including food and refreshment items, PBS sponsored activities, ROAR Day and attendance celebrations as well as end-of-year celebrations of learning by various grade groups to include food and refreshment items. Mrs. Marshall seconded the motion. The motion was passed unanimously.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Williamson , Christy	Instructional Coach
Campbell, Phillip	Principal
Hunyady, Tiffany	Teacher, K-12
Bowden, Lauren	Teacher, K-12
Chambers, Johnette	Teacher, K-12
Libby, Lisa	Teacher, ESE
Newsom, Jennifer	Teacher, K-12
Smith , Debra	Instructional Media
Gilbert, Jamie	Teacher, K-12
Gaddy, Melissa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by analyzing student data and adhering to the schools Comprehensive Reading Plan. Based upon the needs reflected by the data, the LLT will develop ongoing professional development, ultimately to improve student achievement. Professional development will focus on writing with an emphasis on response writing and content area writing, improving direct instruction, and higher order questioning skills. The development of these strategies is intended to improve and enrich ALL learners at Cedar Grove. An increased emphasis will be placed on writing in the content areas. The LLT will help build capacity with implementation of these strategies and serve as classroom models. The Literacy Coach and Principal will be responsible for follow up of the professional development activities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- Strategies that encourage positive working relationships among teachers are:
- Common grade level planning times
 - 2 day summer planning
 - Professional Learning Communities (PLC's)
 - Utilization of grade level chairs
 - Book Studies
 - Weekly grade level meetings
 - Monthly Curriculum meetings

Faculty meetings/ Professional Development
Staff socials
Monthly MTSS data chats
Site based mentoring program
Peer led staff development
Peer observations
Teachers names on the sign for class of the month
Signs and personalized parking spaces for Teacher of the Year and Support Staff of the Year
Tiger Talk- Weekly staff memo
Utilization of Google Docs to share student progress information
Celebration of staff birthdays (PBS and choir)

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

The strategies that Cedar Grove uses to recruit, develop, and retain highly qualified, certified-in-field, effective teachers are:

Employ personnel to support and mentor teachers in their professional development, data analysis, classroom management and delivering instruction to students: Literacy Coach, Math Coach, Crisis Intervention
Teacher/Behavioral Specialist.
Provide staff development and parent involvement workshop stipends.
Common planning times for grade groups.
Small class size.
Provide appropriate and meaningful staff development opportunities.
Direct contact with colleges and universities

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

As a part of the district's beginning teacher induction program there is a component for mentoring, but the local school does not administer that program. Mentoring plans that were implemented in the past have been removed from funding. Grade-level chairs serve as site based mentor teachers and model classrooms. Planned mentoring activities are: common planning, modeling lessons, analyzing data, and acclimating to the school environment.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core subject materials go through a rigorous adoption process at the state level to assure textbook alignment to the Florida Common Core Standards (FCCS). The district adopts core materials based on state options.

During the summer, ALL teachers participated in the required district in-service training of unpacking the FCCS and learning goals and scales. Trainers also shared the Florida CPALMS network. Resources on this network include content specific lesson plans based on Florida's standards. Cedar Grove teachers meet weekly to discuss, collaborate, reflect, and pace standards based curriculum taught on their grade level. Common grade level assessments are developed based on standards taught.

Instructional Strategies

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

Cedar Grove uses data to drive and differentiate instruction to better accommodate and meet the needs of our diverse learners. Teachers with assistance from the site based coaches, both literacy and math, monitor students through the use of data notebooks, SRA reading data weekly: to determine how students are tracking and growing in their reading proficiency. Reading and math groups are adjusted based on the data and student growth. Grade levels have developed common assessments linked to their standards. During their common planning time they monitor their data and differentiate instruction to shore up deficiencies in their student learning. Once a month all teachers meet with the MTSS team. At the meetings, the team will review screening data and link results to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Flow charts have been developed by this team to help determine movement through tiers 1, 2, and 3. The team will collaborate to problem solve and evaluate implementation. Teachers have data chats with administration to monitor how their students are progressing on the FL Common Core standards. Emphasis will be placed on the lowest 25% of students in each class. Multiple data sources will be used during these chats. Data included in these chats are Discovery Education assessments, DIBELS screeners, FCAT scores, SAT 10 scores, classroom grades, district wide timed writing assessments and Number Sense Screener (for grades K and 1).

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Cedar Grove Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The following strategies assist preschoolers with low readiness rates: the state's volunteer Pre-K program, Head Start, and ESE Pre-K are programs that are currently in use to assist preschoolers. Additionally, each school has an Open House before school begins. During the Open House, students are introduced to the teacher and the school. Parent involvement and communication regarding transition programs occur at each

Title 1 school. Each school sends surveys to kindergarten parents and newsletters home about transition events to inform parents with younger children. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community. There are dedicated funds in Title 1 to address the Pre-K transition strategies outlined above. Parents are involved in evaluating the effectiveness of the Pre-K transition plan. Parents assist in updating the transition plan by participating in SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan. The district provides all Title 1 schools with technical assistance, feedback and support. The activities start in the spring in which children are invited to the school to participate in activities such as visits to classrooms, playground and lunchroom. They have the opportunity to play with children already in kindergarten. While the children are in the classroom, the teacher will read a story, have circle time or let the children play in the different centers.

While the children are visiting the classrooms, the parents receive information on how to enroll their child in the school and how to prepare their child for kindergarten.

Contact is made with the districts middle schools and outgoing fifth graders are given flyers for parental involvement and communication regarding transition programs to middle school. In the spring our fifth graders are transported to a middle school to assist for a transitional consultation. The purpose is to assist our outgoing students in acclimating to the next level. Students have an opportunity to tour the campus, visit classrooms, and meet the administration. Even though they may attend another middle school in the district they gain a working knowledge of skills needed at the next level. Middle schools provide an official orientation meeting for incoming students before the official start of school. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

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.** Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems.

- G2.** Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems. 1a

G035868

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	-10.0

Resources Available to Support the Goal 2

- Supplying teachers with attendance bracelets.
- Supplying teachers with attendance charts to track weekly attendance.
- Community Partners, First Baptist Church implementing attendance celebrations every 4.5 weeks.
- Title I teacher to monitor excessive absences and attend truancy court
- Parent Notification after 3 absences.
- Title I teacher to schedule and attend CST's on attendance.
- Attendance presentation to parents during open house
- Attendance presentation to Kindergarten parents on the first day of school.
- Use of P.B.S. team to coordinate and plan a behavioral celebration ever 6 weeks.
- Use of community partners to help assist and supply behavioral celebrations
- Teacher use of classroom DOJO management program.
- Change of procedures to attend PBS functions based on DOJO points as compared to ODR's
- Classroom expectations to model school expectation.

Targeted Barriers to Achieving the Goal 3

- Student absenteeism

Plan to Monitor Progress Toward G1. 8

Attendance and discipline data will be collected monthly from FOCUS

Person Responsible

Kevin Davis

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

FOCUS attendance and discipline reports will be monitored every month and compared to the previous years data.

G2. Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. 1a

G037781

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	10.0

Resources Available to Support the Goal 2

- Personnel: Administration (Principal and Administrative Assistant) Site-based Literacy Coach (Williamson) Site-based Math Coach (Richardson) Site-based Guidance Counselor (Ammons) Site-based Title 1 Resource Teacher (Davis) Parent Liaison (Reynolds) Crisis Intervention/ Behavioral Specialist onsite 2 days weekly (Tutunick) ESE Resource Teacher onsite 2 days weekly (Moore) District Instructional Specialist for Mathematics (Rowell) District Data Coach (McCalister-Cruel) District-based Instructional Specialist in Writing (Rogers) MTSS Staff training Specialist (Colmere) District ESE specialist (Edwards) District MTSS specialist (Jennings) District Science specialist (McCurdy) District ELA specialist (Pitts) Speech and Language Pathologists on staff (3) Extensive classroom and instructional support by trained paraprofessionals Site-Based Leadership Team Site-Based Kagan Coaches (Williamson/ Blastick)
- Materials: SRA--Guided instruction Manipulatives for Mathematics and Language Arts readily available Technology available to teachers and students Assessments available to monitor student progress (DEA, Harcourt, etc.) Leveled readers (Science, Social Studies, Reading) Classroom libraries Grab 'n' Go Math kits Numerous computer-based programs available in classrooms, computer lab and media center FCRR resources available District grade level pacing guides CPALMS
- Professional Development: SRA implementation and staff development (both instructional and support) Kagan Cooperative Learning Strategies implementation and 5-day professional development for all instructional staff Site based Kagan Coaching Book studies (Learning by Doing) Educational Impact Beacon Courses Model Classrooms Site-based Danielson Framework Experts CPALMS Classroom DOJO
- Parent involvement encouraged through: Volunteer program Parent involvement activities (family night out) School Advisory Council Title I meetings
- Weekly grade level team collaboration
- Small class size
- Additional funding available through Title 1
- Community partnerships (i.e., First Baptist Church, Callaway Assembly of God, First Assembly, Hiland Park Baptist)

Targeted Barriers to Achieving the Goal 3

- Difficulty of full implementation of programs
- Knowledge of content and pedagogy based on student data

Plan to Monitor Progress Toward G2. 8

Data that will be collected will be: Weekly grade meeting minutes that focus on common assessments, lesson plans, data from assessments, Lesson Plans, and SRA group notebooks. Grade level chats involving DEA and common assessments.

Person Responsible

Lorrane Blastick

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Class Google Doc. with all pertinent information, Grade Level meeting notebook, SRA Notebooks, Lesson plans, DEA assessments and/or reports, and Classroom Grades

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. Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems. **1**

 **G035868**

G1.B1 Student absenteeism **2**

 **B089768**

G1.B1.S1 Incentive program sponsored by community partners at First Baptist Church. (1) Present to staff during school-based inservice August 12-13, 2014. (2) Present to parents during open house on Thursday Sept. 18, 2014. (3) Attendance Celebration every 4.5 weeks to reward/honor those with perfect attendance for the 4.5 week time period. **4**

 **S119806**

Strategy Rationale

To recognize and reward students for being in class on time. By doing this they are achieving the PBS Roar expectation of on time.

Action Step 1 **5**

Attendance incentive Program

Person Responsible

Phillip Campbell

Schedule

On 6/5/2015

Evidence of Completion

Number of students in attendance at celebrations and increased student school attendance.

Action Step 2 5

Present Attendance data to the staff.

Person Responsible

Phillip Campbell

Schedule

On 8/13/2014

Evidence of Completion

Preschool based staff sign in sheets.

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

Number of students eligible to participate in celebration activities.

Person Responsible

Kevin Davis

Schedule

Every 6 Weeks, from 8/19/2014 to 5/29/2015

Evidence of Completion

Attendance reports from FOCUS and/or classroom teachers

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

Data collected will be compared to previous attendance records for celebrations

Person Responsible

Kevin Davis


Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Teachers will have their classroom attendance charts and FOCUS data.

G1.B1.S2 Publicize student/parent expectations and procedures concerning attendance and tardies: (1) included in handbook that is provided for every student. (2) Make student handbook available on the school website and on the Bay District Schools App. (3) Open house presentation of the importance and possible negative effects of absenteeism. (4) On the first day of school, meeting with the Kindergarten parents to discuss attendance expectations. 4

 S119807

Strategy Rationale

To publish attendance policy and procedures in various forms and to provide several ways to inform parents.

Action Step 1 5

Making parents aware of the schoolwide attendance policy and the negative effects of absenteeism.

Person Responsible

Phillip Campbell

Schedule

On 9/18/2014

Evidence of Completion

Open house sign in sheets and agenda. Principal attestation on the student handbook.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Making student handbook available in many different media formats to better reach parents.

Person Responsible

Kevin Davis

Schedule

On 9/18/2014

Evidence of Completion

Increase in student attendance as evidenced by FOCUS reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration Attestion verifying that these items have been completed.

Person Responsible

Kevin Davis

Schedule

On 5/29/2015

Evidence of Completion

Copy of Principal Attestation

G1.B1.S3 The P.B.S. team will sponsor celebratory events for student of the month, ROAR day, VIP's, class of the month. These incentives tie into school/classroom expectations and behavior. 4

 S119879

Strategy Rationale

To reward students for displaying school wide and classroom expectations as demonstrated through classroom DOJO and a reduction in office discipline referrals.

Action Step 1 5

Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.

Person Responsible

Lorrane Blastick

Schedule

On 9/13/2014

Evidence of Completion

Staff presservice sign in sheets and Staff handbook

Action Step 2 5

4 pep rallies, one for primary and one for intermediate to inform students of qualifications to attend celebratory events

Person Responsible

Lorrane Blastick

Schedule

Semiannually, from 8/21/2014 to 1/30/2015

Evidence of Completion

Copy of school calendar and PBS summer training agenda.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Number of students who participate in celebratory activities

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data collected will be compared to previous years data.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.

G2. Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. 1

G037781

G2.B9 Difficulty of full implementation of programs 2

B090839

G2.B9.S1 Provide initial and ongoing differentiated professional development in SRA direct instruction.

4

S101658

Strategy Rationale

To ensure the fidelity of the program.

Action Step 1 5

Attend SRA training

Person Responsible

Christy Williamson

Schedule

On 6/5/2015

Evidence of Completion

Sign-in sheets, TDYs

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

SRA implementation, SRA notebooks will be kept up to date

Person Responsible

Christy Williamson

Schedule

Evidence of Completion

Lesson plans, schedules, student performance, SRA Notebooks

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Daily implementation and instruction using SRA directed instruction

Person Responsible

Christy Williamson

Schedule

Every 6 Weeks, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student performance data, lesson plans, DEA data, common assessments

G2.B9.S2 Provide initial and ongoing professional development in KAGAN strategies 4

 S120811

Strategy Rationale

To ensure strategies are used appropriately in the classroom

Action Step 1 5

Attend initial KAGAN training and ongoing meetings on campus.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, TDY's

Plan to Monitor Fidelity of Implementation of G2.B9.S2 6

Monthly Curriculum meetings on campus to discuss strategies

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing strategy, observation notes documenting use of strategy in classroom

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 7

Monthly meetings with KAGAN coaches to discuss strategies and utilization in the classroom

Person Responsible

Lorrane Blastick


Schedule

Monthly, from 8/19/2014 to 6/5/2015


Evidence of Completion

Sign in sheets to meetings with coaches, lesson plans documenting use of KAGAN strategies,

G2.B14 Knowledge of content and pedagogy based on student data 2

 B103844

G2.B14.S1 Provide initial and ongoing differentiated professional development in data driven instruction, content, and pedagogy. 4

 S114978

Strategy Rationale

To ensure a guaranteed and viable curriculum for all students.

Action Step 1 5

Professional Learning Community meetings

Person Responsible

Phillip Campbell

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, minutes from weekly meetings, common assessments, lesson plans

Action Step 2 5

Utilization of school based Reading and Math coaches

Person Responsible

Christy Williamson

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaches logs

Action Step 3 5

Data Analysis training, will also be ongoing and as needed

Person Responsible

Phillip Campbell

Schedule

On 6/5/2015

Evidence of Completion

Staff sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

Professional Learning Communities to build common assessments, lesson plans, and data analysis of common assessments

Person Responsible

Phillip Campbell

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets and notes from grade level meetings, sign in sheets to Professional Development on data driven decisions, common assessments created by teams, sign in sheets and communication between school based coaches and teachers

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

Grade Level data chats involving DEA and common assessments

Person Responsible

Phillip Campbell

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing common assessments, adjustment of lessons based on data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B9.S1.A1	Attend SRA training	Williamson , Christy	8/19/2014	Sign-in sheets, TDYs	6/5/2015 one-time
G1.B1.S1.A1	Attendance incentive Program	Campbell, Phillip	8/19/2014	Number of students in attendance at celebrations and increased student school attendance.	6/5/2015 one-time
G1.B1.S2.A1	Making parents aware of the schoolwide attendance policy and the negative effects of absenteeism.	Campbell, Phillip	8/19/2014	Open house sign in sheets and agenda. Principal attestation on the student handbook.	9/18/2014 one-time
G1.B1.S3.A1	Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.	Blastick, Lorrane	8/12/2014	Staff presservice sign in sheets and Staff handbook	9/13/2014 one-time
G2.B9.S2.A1	Attend initial KAGAN training and ongoing meetings on campus.	Blastick, Lorrane	8/19/2014	Sign in sheets, TDY's	6/5/2015 monthly
G2.B14.S1.A1	Professional Learning Community meetings	Campbell, Phillip	8/19/2014	Sign in sheets, minutes from weekly meetings, common assessments, lesson plans	6/5/2015 weekly
G1.B1.S1.A2	Present Attendance data to the staff.	Campbell, Phillip	8/12/2014	Preschool based staff sign in sheets.	8/13/2014 one-time
G1.B1.S3.A2	4 pep rallies, one for primary and one for intermediate to inform students of qualifications to attend celebratory events	Blastick, Lorrane	8/21/2014	Copy of school calendar and PBS summer training agenda.	1/30/2015 semiannually
G2.B14.S1.A2	Utilization of school based Reading and Math coaches	Williamson , Christy	8/19/2014	Coaches logs	6/5/2015 quarterly
G2.B14.S1.A3	Data Analysis training, will also be ongoing and as needed	Campbell, Phillip	9/16/2014	Staff sign in sheets	6/5/2015 one-time
G1.MA1	Attendance and discipline data will be collected monthly from FOCUS	Davis, Kevin	8/19/2014	FOCUS attendance and discipline reports will be monitored every month and compared to the previous years data.	5/29/2015 monthly
G1.B1.S1.MA1	Data collected will be compared to previous attendance records for celebrations	Davis, Kevin	8/19/2014	Teachers will have their classroom attendance charts and FOCUS data.	5/29/2015 monthly
G1.B1.S1.MA1	Number of students eligible to participate in celebration activities.	Davis, Kevin	8/19/2014	Attendance reports from FOCUS and/or classroom teachers	5/29/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Administration Attestation verifying that these items have been completed.	Davis, Kevin	8/19/2014	Copy of Principal Attestation	5/29/2015 one-time
G1.B1.S2.MA1	Making student handbook available in many different media formats to better reach parents.	Davis, Kevin	8/19/2014	Increase in student attendance as evidenced by FOCUS reports.	9/18/2014 one-time
G1.B1.S3.MA1	Data collected will be compared to previous years data.	Blastick, Lorraine	8/19/2014	Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.	5/29/2015 monthly
G1.B1.S3.MA1	Number of students who participate in celebratory activities	Blastick, Lorraine	8/19/2014	Attendance and discipline reports from FOCUS and/or classroom teachers or RtIB database.	5/29/2015 monthly
G2.MA1	Data that will be collected will be: Weekly grade meeting minutes that focus on common assessments, lesson plans, data from assessments, Lesson Plans, and SRA group notebooks. Grade level chats involving DEA and common assessments.	Blastick, Lorraine	8/19/2014	Class Google Doc. with all pertinent information, Grade Level meeting notebook, SRA Notebooks, Lesson plans, DEA assessments and/or reports, and Classroom Grades	6/5/2015 weekly
G2.B9.S1.MA1	Daily implementation and instruction using SRA directed instruction	Williamson , Christy	8/19/2014	Student performance data, lesson plans, DEA data, common assessments	6/5/2015 every-6-weeks
G2.B9.S1.MA1	SRA implementation, SRA notebooks will be kept up to date	Williamson , Christy	8/19/2014	Lesson plans, schedules, student performance, SRA Notebooks	every-6-weeks
G2.B14.S1.MA1	Grade Level data chats involving DEA and common assessments	Campbell, Phillip	9/16/2014	Lesson plans showing common assessments, adjustment of lessons based on data	6/5/2015 monthly
G2.B14.S1.MA1	Professional Learning Communities to build common assessments, lesson plans, and data analysis of common assessments	Campbell, Phillip	8/19/2014	Sign in sheets and notes from grade level meetings, sign in sheets to Professional Development on data driven decisions, common assessments created by teams, sign in sheets and communication between school based coaches and teachers	6/5/2015 weekly
G2.B9.S2.MA1	Monthly meetings with KAGAN coaches to discuss strategies and utilization in the classroom	Blastick, Lorraine	8/19/2014	Sign in sheets to meetings with coaches, lesson plans documenting use of KAGAN strategies,	6/5/2015 monthly
G2.B9.S2.MA1	Monthly Curriculum meetings on campus to discuss strategies	Blastick, Lorraine	8/19/2014	Lesson plans showing strategy, observation notes documenting use of strategy in classroom	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase overall student attendance and decrease the number of discipline incidents by use of Positive Behavioral Support Systems.

G1.B1 Student absenteeism

G1.B1.S1 Incentive program sponsored by community partners at First Baptist Church. (1) Present to staff during school-based inservice August 12-13, 2014. (2) Present to parents during open house on Thursday Sept. 18, 2014. (3) Attendance Celebration every 4.5 weeks to reward/honor those with perfect attendance for the 4.5 week time period.

PD Opportunity 1

Present Attendance data to the staff.

Facilitator

Phillip Campbell

Participants

Cedar Grove Staff

Schedule

On 8/13/2014

G1.B1.S3 The P.B.S. team will sponsor celebratory events for student of the month, ROAR day, VIP's, class of the month. These incentives tie into school/classroom expectations and behavior.

PD Opportunity 1

Staff Understanding of PBS principles, changes, and qualifications to attend the celebratory events.

Facilitator

Joseph Campbell and Lorraine Blastick

Participants

School Staff

Schedule

On 9/13/2014

G2. Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.

G2.B9 Difficulty of full implementation of programs

G2.B9.S1 Provide initial and ongoing differentiated professional development in SRA direct instruction.

PD Opportunity 1

Attend SRA training

Facilitator

Debra Guyler, SRA consultant Jane Fordham

Participants

K-5 teachers and classroom paraprofessionals

Schedule

On 6/5/2015

G2.B9.S2 Provide initial and ongoing professional development in KAGAN strategies

PD Opportunity 1

Attend initial KAGAN training and ongoing meetings on campus.

Facilitator

Lorraine Blastick, Christy Frederick

Participants

K-5 Teachers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

G2.B14 Knowledge of content and pedagogy based on student data

G2.B14.S1 Provide initial and ongoing differentiated professional development in data driven instruction, content, and pedagogy.

PD Opportunity 1

Professional Learning Community meetings

Facilitator

Joseph Campbell

Participants

School Based Leadership Team, PLC

Schedule

Weekly, from 8/19/2014 to 6/5/2015

PD Opportunity 2

Utilization of school based Reading and Math coaches

Facilitator

Christy Williamson, Darlene Richardson

Participants

K-5 Teachers, Classroom paraprofessionals

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

PD Opportunity 3

Data Analysis training, will also be ongoing and as needed

Facilitator

Lora McAlister-Cruel, Phillip Campbell, Kevin Davis, Christy Williamson, Darlene Richardson

Participants

K-5 teachers

Schedule

On 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 2: Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.	63,910
Grand Total	63,910

Goal 2: Increase proficiency through the use of data driven instruction by utilizing research based strategies and materials.

Description	Source	Total
B14.S1.A2 - Math Coach	School Improvement Funds	63,910
B14.S1.A2		0
Total Goal 2		63,910