

Thunderbolt Elementary School



2014-15 School Improvement Plan

Thunderbolt Elementary School

2020 THUNDERBOLT RD, Orange Park, FL 32003

<http://tbe.oneclay.net>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
20%

Alternative/ESE Center
No

Charter School
No

Minority
30%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

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.

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 |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission statement of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

Provide the school's vision statement

Thunderbolt Elementary prepares life-long learners to attain academic and applicable life skills that lead to success in a global and competitive workplace .

School Environment

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

The registration packet contains questions which provide background information on family and culture. Based on this information students are referred for ESOL screening. This process initiates communication between the school and home. Kindergarten teachers meet with incoming Kindergarten students and parents individually to conduct screenings prior to the school year to initiate home/school relations. An orientation is held where students and parents meet the teacher and visit the classroom prior to the first day of school. Teachers utilize parent/student survey to gain more insight about students individual needs. Parent information nights are held for all grade levels.

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

Students attend Flight Plan Fridays during which behavioral expectations are reviewed and discussed. Administrative and guidance staff are introduced and roles are explained. Student handbook and district code of conduct are used to guide student behavior. Campus safety is maintained by staff being assigned supervision duty in specific locations throughout the building and school grounds before, during, and after school. Character education is taught through the six pillars of character education. Students exhibiting good character are recognized as "Awesome Aviators".

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

Teachers in the primary grades utilize a behavior "clip" system in which students all start on "ready to learn". Students are recognized for making good choices. Communication about their behavior is provided daily to parents.

CHAMPS is utilized in some intermediate classrooms.

Grades five and six maintain a behavior card for each student. Incentives are given for meeting behavior expectations.

WITS provides student strategies for resolving conflicts.

Kagan/ engagement structures are utilized in the classrooms.

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

Thunderbolt Elementary meets the social-emotional needs of students by utilizing the following. We have Flight Plan Fridays (grade level assemblies) on the first 7 Fridays of the year which include presentations/discussions on: character education, student handbook, behavior expectations, introduce admin. and guidance staff, provide strategies to deal with bullying and conflict resolution (WITS) and go over school guidelines for success SOAR. The faculty/staff of TBE attended suicide awareness training. The Foundations committee meets regularly. We have an additional guidance counselor for military families. Social skills are also embedded in Making Meaning and Being a Writer. Teachers utilize Second Step.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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 | |
|---------------------------------|-------------|-------|
| | 6 | Total |
| Attendance below 90 percent | 0 | |
| One or more suspensions | 1 | 1 |
| Course failure in ELA or Math | 1 | 1 |
| Level 1 on statewide assessment | 1 | 1 |

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

| Indicator | Grade Level | |
|--|-------------|-------|
| | 6 | Total |
| Students exhibiting two or more indicators | 1 | 1 |

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

For Attendance:
 Attendance Contract
 Doctor's Note
 Social Worker Referral
 For Grades:

Tutoring
Remediation
For Discipline:
Behavior Contract
School Service Work
Detention
For Testing:
Intensive Reading
Intensive Math

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Thunderbolt Elementary provides: an Orientation day for parents and students to meet their teacher, Parent Information Night, a volunteer program, an active Parent Faculty Association, Tuesday folders, an updated school website, a Facebook page, and awards programs.

Parents are provided with daily communication through daily folders and planners. Parents have access to FOCUS to view their child's progress. K-2 teachers provide an interim every quarter.

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

A Volunteer Orientation breakfast is held annually. An assistant principal serves as a coordinator for Partners in Education. Annually agreements are drawn up with local businesses. School participates in the Coupons for Education Clay Education Foundation fundraiser. School Spirit Nights are held at various local businesses.

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 |
|------------------|---------------------|
| Phillips, Deedee | Principal |
| Finley, Tracey | Assistant Principal |
| Dixon, Wilnitra | Assistant Principal |
| Axtell, LaDean | Other |
| Bell, Shelley | Other |
| Hunkele, Dawn | Other |

Duties

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 3-12 Performance Matters benchmark assessments, and formal state assessments. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. 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.

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 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 , Tier 2 and Tier 3 student needs will be analyzed within these meetings. The K-2 reading assistant provides small group support to at risk students. VE/ESE students are scheduled in inclusion classrooms based on IEP goals. Grades 3-6 have one inclusion teacher assigned per grade level. Leveled curriculum is utilized in grade 6 math. State funds are used to support before and after school tutoring. All teachers participate in weekly PLC sessions supervised by an administrator.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Cathie Leshner | Teacher |
| Lori Fedorowich | Teacher |
| DeeDee Phillips | Principal |
| Cindy Wright | Education Support Employee |
| Janet Lees | Parent |
| Bill Walsh | Business/Community |
| Mona Gardella | Business/Community |
| Allison Heck | Parent |
| Carmen Darfler | Parent |
| Alea Ali | Parent |

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

We reviewed our 2013-14 plan at the May SAC meeting. We provided each member with a copy of the 2014-15 action plans. We had a discussion about the goals and all members had an opportunity for input.

Development of this school improvement plan

The SAC is informed of school data and areas of need. The SAC is invited to attend and participate in Action Plan writing days to hear academic committee reports and assist with the creation of the school's Action Plans. The school improvement plan is reviewed by the SAC prior to it being submitted.

Preparation of the school's annual budget and plan

Each spring the principal works together with the SAC committee to develop the budget and plan.

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

SIP funds was used to support Literacy Building activities (\$2,250.00); 4th grade Development of Writing Instruction (\$1,500.00); Student Planners (\$1500.00)

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 |
|-------------------|---------------------|
| Blandford, Kari | Teacher, K-12 |
| Bryan, Janice | Teacher, K-12 |
| Hernandez, Arlene | Teacher, ESE |
| Dryden, Kathy | Instructional Media |
| Johnston, Tracy | Teacher, K-12 |
| Leshner, Cathie | Teacher, K-12 |
| Palmer, Cathy | Teacher, K-12 |
| Reid, Martha | Teacher, K-12 |
| Rhoden, Wanda | Teacher, ESE |
| Rogers, Patricia | Teacher, K-12 |
| Vidak, Heidi | Teacher, K-12 |
| Kay, Jennifer | Teacher, K-12 |
| Reneau, Kim | Teacher, K-12 |
| Sowinski, Sue | Teacher, K-12 |
| Umberger, Beth | Teacher, K-12 |
| Lear, Lynn | Teacher, K-12 |
| Cothren, Kymm | Teacher, K-12 |
| Fogle, Roberta | Teacher, K-12 |
| Davis, Charlene | Teacher, ESE |
| Stone, Desiree | Teacher, K-12 |
| Oller, Sandy | Teacher, ESE |
| Suarez, Kelly | Teacher, ESE |
| Bell, Shelley | Guidance Counselor |

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT will be developing, organizing, and implementing the Cooking Up Literacy Theme for the year. They picked the book "The Plot Chickens" to use in each classroom to promote the theme. The LLT will also coordinate school participation in the Florida Reading Celebration in January 2015.

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

Teachers will meet weekly in their PLC'S to develop lessons and support one another. Teachers will work to create lessons that follow the framework for intentional instruction. Teachers collaborate with each other on how to help their Tier 2 and Tier 3 students be more successful in the classroom.

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

The principal participates in mock interview activities for teacher candidates from the University of North Florida. The Clay School District also assists with recruitment by sending teams to recruitment fairs through out the eastern US annually. New to Thunderbolt Elementary teachers are monitored by veteran teachers within the school.

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

New to Thunderbolt teachers are paired with an experienced teacher on their grade level or within their department. This pairing allows for sharing of common information and addressing of common needs. In addition to a teacher mentor, new teachers meet quarterly with an experienced teacher familiar with school wide procedures and policies to review and explain upcoming school events. Two first year teachers are supported by the Teacher Induction Program.

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

Teachers:

Follow district curriculum maps and guides

Utilize district adopted materials Being a Writer and Making Meaning

Utilize district adopted math materials such as GO Math and Carnegie Math

use CPalms as a resource

plan instruction to make sure standards are being met (PLC logs)

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

Grade level universal screeners in math and reading are used to identify individual student needs and guide instruction. Interventions are designed for Tier 2 and Tier 3 students. Data from continual informal and formative assessments determines the content and design of small group instruction.

Students are reading books on their just right level during Individualized Daily Reading time in every classroom.

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: Before School Program

Minutes added to school year: 2,000

Academic tutoring in math and reading

Strategy Rationale

Provide support for at risk students in the area of math and reading in all grade levels

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips, Deedee, ddphillips@oneclay.net

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

Data from Universal screeners and Tier 2 and Tier 3 intervention data

Strategy: After School Program

Minutes added to school year: 2,000

Academic tutoring in math and reading

Strategy Rationale

Provide support for at risk students in the area of math and reading in all grade levels

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Finley, Tracey, tbinley@oneclay.net

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

Data from Universal screeners and Tier 2 and Tier 3 intervention data

Strategy: After School Program

Minutes added to school year: 1,500

math team for 4th, 5th, and 6th grade

Strategy Rationale

Increase knowledge in problem solving skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Baxley, Ruth Anne, rmbaxley@oneclay.net

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

math Field Day competition scores

Strategy: After School Program

Minutes added to school year: 2,160

Robotics Club and Team

Strategy Rationale

Increase logistic and critical thinking skills

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Karnuth, Marilyn, makarnuth@oneclay.net

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

Competition scores

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

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the

classroom and meet the teacher. Additionally, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period. At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include Performance Matters Assessments and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' problem solving skills in math
- G2.** Increase engagement in the learning process
- G3.** 70% of students will use relevant evidence from text to support their thinking in writing.

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 students' problem solving skills in math 1a

G046134

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 60.0 |

Resources Available to Support the Goal 2

- new math books, personnel, professional development, manipulatives

Targeted Barriers to Achieving the Goal 3

- teachers lack of knowledge of best practice of Florida Math Standards
- parents' lack of understanding Florida Math Standards

Plan to Monitor Progress Toward G1. 8

Performance Matters Data

Person Responsible

Deedee Phillips

Schedule

Quarterly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Performance Matters Data

G2. Increase engagement in the learning process 1a

G046136

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 70.0 |

Resources Available to Support the Goal 2

- Professional Development opportunities, Personnel, Making Meaning and Being a Writer materials; Accelerated Reader;

Targeted Barriers to Achieving the Goal 3

- Not all faculty members have the same comfort level in implementing student engagement strategies
- lack of knowledge of engagement strategies and materials

Plan to Monitor Progress Toward G2. 8

Formative assessments, and both local and district student performance data;

Person Responsible

Deedee Phillips

Schedule

Weekly, from 10/8/2014 to 5/28/2015

Evidence of Completion

assessment data

G3. 70% of students will use relevant evidence from text to support their thinking in writing. 1a

G046138

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| FAA Writing Proficiency | 44.0 |

Resources Available to Support the Goal 2

- Being Writer K-5, Science journals, Math journals, Reading Journals; 150 minute Literacy Block

Targeted Barriers to Achieving the Goal 3

- undetermined writing assessment expectations

Plan to Monitor Progress Toward G3. 8

administer One Clay Writes and evaluate students' writing

Person Responsible

Deedee Phillips

Schedule

Quarterly, from 8/13/2014 to 4/29/2015

Evidence of Completion

data from One Clay Writes rubrics

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 students' problem solving skills in math **1**

 G046134

G1.B1 teachers lack of knowledge of best practice of Florida Math Standards **2**

 B114100

G1.B1.S1 Teachers will participate in PLCs **4**

 S125589

Strategy Rationale

Action Step 1 **5**

Teachers will participate in PLCs

Person Responsible

Tracey Finley

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

PLC logs; lesson plans

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

participation in PLC

Person Responsible

Tracey Finley

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

sign in sheets, PLC logs

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

benchmark math assessments

Person Responsible

Deedee Phillips

Schedule

Monthly, from 10/1/2014 to 5/27/2015

Evidence of Completion

data from assessments

G1.B2 parents' lack of understanding Florida Math Standards **2**

 B114101

G1.B2.S1 Improve communication with parents about the Florida Math standards **4**

 S125590

Strategy Rationale

Action Step 1 **5**

Purchase planners for 3-6 students to improve communication with parents about math assignments, quizzes, and tests

Person Responsible

Deedee Phillips

Schedule

Evidence of Completion

Planners being utilized

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Teachers will communicate information to students

Person Responsible

Deedee Phillips

Schedule

Daily, from 8/12/2014 to 6/1/2015

Evidence of Completion

Planners being utilized; parent signatures in planners

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

math assessments

Person Responsible

Deedee Phillips

Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

data from math assessments


G2. Increase engagement in the learning process 1

 G046136

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies 2

 B114103

G2.B1.S1 All teachers will spend an hour a week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. 4

 S125592

Strategy Rationale

Peer collaboration will increase teacher knowledge and instructional skills.

Action Step 1 5

All teachers will meet in PLC's (Professional Learning Communities) for one hour weekly

Person Responsible

Deedee Phillips

Schedule

Weekly, from 9/4/2014 to 5/28/2015

Evidence of Completion

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

Formative assessments, and both local and district student performance data;
Administrators will be doing classroom walk-throughs to look for evidence of engagement strategies;

Person Responsible

Deedee Phillips

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC logs; data from assessments, data from walk-throughs

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

review PLC logs and provide feedback, administration will be present at some of the PLC's to provide support

Person Responsible

Deedee Phillips

Schedule

Weekly, from 10/1/2014 to 5/28/2015


Evidence of Completion

PLC logs; walkthroughs by administration

G2.B2 lack of knowledge of engagement strategies and materials 2

 B114455

G2.B2.S1 provide professional development in engagement structures 4

 S126008

Strategy Rationale

By providing professional development teachers can develop proficiency in engagement structures

Action Step 1 5

Kagan Consultant provided workshop in Cooperative Learning Structures

Person Responsible

Deedee Phillips

Schedule

On 8/5/2014

Evidence of Completion

Sign in sheets

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

Walkthroughs looking for engagement strategies

Person Responsible

Deedee Phillips

Schedule

Weekly, from 9/17/2014 to 5/29/2015

Evidence of Completion

data from walkthroughs; observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Formative assessments, and both local and district student performance data;

Person Responsible

Deedee Phillips


Schedule

Daily, from 9/18/2014 to 5/29/2015

Evidence of Completion

Formative assessments, and both local and district student performance data;


G3. 70% of students will use relevant evidence from text to support their thinking in writing. 1

 G046138

G3.B1 undetermined writing assessment expectations 2

 B133217

G3.B1.S1 Utilize FSA website to gather more information 4

 S145098

Strategy Rationale

To increase teacher awareness of test content

Action Step 1 5

Teachers will access the FSA website to gain information about writing assessment.

Person Responsible

Deedee Phillips

Schedule

Biweekly, from 8/13/2014 to 4/29/2015

Evidence of Completion

Writing lesson plans

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

Review lesson plans and observe in classrooms

Person Responsible

Deedee Phillips

Schedule

Biweekly, from 8/13/2014 to 4/29/2015

Evidence of Completion

Administrative notes and classroom visit records

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

Teachers will access the FSA website to help plan writing lessons within their PLC's

Person Responsible

Deedee Phillips

Schedule

Biweekly, from 8/13/2014 to 4/29/2015

Evidence of Completion

PLC logs

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 |
|-------------|---|------------------|-------------------------------|---------------------------------------|---------------------|
| G1.B1.S1.A1 | Teachers will participate in PLCs | Finley, Tracey | 10/1/2014 | PLC logs; lesson plans | 5/27/2015 weekly |
| G1.B2.S1.A1 | Purchase planners for 3-6 students to improve communication with parents about math assignments, quizzes, and tests | Phillips, Deedee | 8/12/2014 | Planners being utilized | one-time |
| G2.B1.S1.A1 | All teachers will meet in PLC's (Professional Learning Communities) for one hour weekly | Phillips, Deedee | 9/4/2014 | | 5/28/2015 weekly |
| G2.B2.S1.A1 | Kagan Consultant provided workshop in Cooperative Learning Structures | Phillips, Deedee | 8/5/2014 | Sign in sheets | 8/5/2014 one-time |
| G3.B1.S1.A1 | Teachers will access the FSA website to gain information about writing assessment. | Phillips, Deedee | 8/13/2014 | Writing lesson plans | 4/29/2015 biweekly |
| G1.MA1 | Performance Matters Data | Phillips, Deedee | 10/1/2014 | Performance Matters Data | 5/27/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|--|------------------------|
| G1.B1.S1.MA1 | benchmark math assessments | Phillips, Deedee | 10/1/2014 | data from assessments | 5/27/2015 monthly |
| G1.B1.S1.MA1 | participation in PLC | Finley, Tracey | 10/1/2014 | sign in sheets, PLC logs | 5/27/2015 weekly |
| G1.B2.S1.MA1 | math assessments | Phillips, Deedee | 9/1/2014 | data from math assessments | 5/29/2015 monthly |
| G1.B2.S1.MA1 | Teachers will communicate information to students | Phillips, Deedee | 8/12/2014 | Planners being utilized; parent signatures in planners | 6/1/2015 daily |
| G2.MA1 | Formative assessments, and both local and district student performance data; | Phillips, Deedee | 10/8/2014 | assessment data | 5/28/2015 weekly |
| G2.B1.S1.MA1 | review PLC logs and provide feedback, administration will be present at some of the PLC's to provide support | Phillips, Deedee | 10/1/2014 | PLC logs; walkthroughs by administration | 5/28/2015 weekly |
| G2.B1.S1.MA1 | Formative assessments, and both local and district student performance data; Administrators will be doing classroom walk-throughs to look for evidence of engagement strategies; | Phillips, Deedee | 8/18/2014 | PLC logs; data from assessments, data from walk-throughs | 5/29/2015 daily |
| G2.B2.S1.MA1 | Formative assessments, and both local and district student performance data; | Phillips, Deedee | 9/18/2014 | Formative assessments, and both local and district student performance data; | 5/29/2015 daily |
| G2.B2.S1.MA1 | Walkthroughs looking for engagement strategies | Phillips, Deedee | 9/17/2014 | data from walkthroughs; observations | 5/29/2015 weekly |
| G3.MA1 | administer One Clay Writes and evaluate students' writing | Phillips, Deedee | 8/13/2014 | data from One Clay Writes rubrics | 4/29/2015 quarterly |
| G3.B1.S1.MA1 | Teachers will access the FSA website to help plan writing lessons within their PLC's | Phillips, Deedee | 8/13/2014 | PLC logs | 4/29/2015 biweekly |
| G3.B1.S1.MA1 | Review lesson plans and observe in classrooms | Phillips, Deedee | 8/13/2014 | Administrative notes and classroom visit records | 4/29/2015 biweekly |

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 students' problem solving skills in math

G1.B1 teachers lack of knowledge of best practice of Florida Math Standards

G1.B1.S1 Teachers will participate in PLCs

PD Opportunity 1

Teachers will participate in PLCs

Facilitator

lead teachers

Participants

classroom teachers

Schedule

Weekly, from 10/1/2014 to 5/27/2015

G2. Increase engagement in the learning process

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies

G2.B1.S1 All teachers will spend an hour a week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week.

PD Opportunity 1

All teachers will meet in PLC's (Professional Learning Communities) for one hour weekly

Facilitator

Administration

Participants

all teachers

Schedule

Weekly, from 9/4/2014 to 5/28/2015

G2.B2 lack of knowledge of engagement strategies and materials

G2.B2.S1 provide professional development in engagement structures

PD Opportunity 1

Kagan Consultant provided workshop in Cooperative Learning Structures

Facilitator

Administration

Participants

all teachers

Schedule

On 8/5/2014

Technical Assistance Items

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

Budget Rollup

| Summary | |
|-------------|-------|
| Description | Total |
| Grand Total | 0 |