

Clay County Schools

Lake Asbury Elementary School



2016-17 School Improvement Plan

Lake Asbury Elementary School

2901 SANDRIDGE RD, Green Cove Springs, FL 32043

<http://lae.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	No	38%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Asbury Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to increase the academic achievement of all students. Lake Asbury Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic success within a safe and inviting environment.

b. Provide the school's vision statement

Lake Asbury Elementary School exists to prepare life-long learners for personal success in a global and a diverse society.

2. School Environment

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

Lake Asbury Elementary recognizes varying cultures through the ELL screening process and parent conferences. Relationships are built with students through a climate of respect, where students are recognized for their achievements and supported through their challenges.

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

Students feel safe and respected on our campus, through the consistent monitoring by the faculty before and after school. Issues and concerns of safety and bullying are dealt with by administration. In addition, we participate in Unity Day and anti-bullying lessons in the month of October. In order to keep the campus safe, the Foundations Team meets regularly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

RAM Pride is the school wide behavior plan incorporating school wide rules. These rules are reviewed during the first week of school by the assistant principal with each grade level. Teachers give explicit instruction of school expectations to their homerooms. Students recite the Ram Pledge daily. A common signal is used school wide to gain attention. Ram Pride rules are in place for the cafeteria. Students are rewarded for good behavior monthly with Race to the Ram. Respectful Rams rewards students exhibiting Ram Pride and are recognized through the daily news broadcast.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School counselors provide classroom guidance lessons, small group and individual counseling. Additionally through the DOD grant a mental health counselor provides individual and group counseling to our military students. The Collaborative Classroom instructional materials are consistently utilized in grades K-6. Grades K-1 utilizes PALS which uses collaborative learning to teach areas of phonological awareness. These materials systematically integrate Social and

Emotional Learning components to introduce and reinforce appropriate social/personal skills and relationships between and among students.

3. 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).

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

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

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

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

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

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

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

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

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

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

For Attendance:

- Attendance Contact
- Doctor's Note required
- Social Worker Referral

For Grades:

- Tutoring
- Remediation

For Discipline:

Discipline Contract
School Service Work
Detention

B. Family and Community Engagement

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).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

PFA
Parent Link
Website
Tuesday Folders
Remind
Planners
Open House/Orientation
SAC Committee
Facebook
Class Dojo

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

LAE works with local businesses to provide our students with real world experiences such as banking, money management, health and safety, STEM skills, and physical fitness. Our business partners include: Asbury Family Dentistry, Creek Life Food Shack, Grace Life Church, Jump Zone, Lake Asbury Food Mart, The Golf Academy of North Florida, and The Little Gym.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Lawson, Sarah	Principal
Addison, Ivonne	Teacher, K-12
Corby, Lynn	Teacher, K-12
Grelli, Audra	Teacher, K-12
Carberry, Debbie	Teacher, K-12
English, Melissa	Teacher, K-12
Yost, Rhoda	Teacher, K-12
Dicks, Terri	Teacher, K-12
O'Nora, Erin	Teacher, ESE
Francisco, Kristen	Teacher, ESE
Snow, Nancy	Teacher, K-12
Roberts, Christina	Administrative Support
Wells, Heather	Teacher, K-12
Cobleigh, Karen	Teacher, K-12
Cook, Kimberly	Teacher, K-12
Carella, Michelle	Guidance Counselor

b. Duties

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

School leaders meet monthly to discuss the current implementation of instructional initiatives, formative data, and ongoing progress monitoring. The intervention team facilitator supports teachers in writing Tier 3. The reading MTSS coach provides training on the MTSS process and assists in coordinating interventions. The school psychologist is available to monitor behavioral issues as well as support teachers in completing Tier 3 plans. Administration monitors all Tier 2 and Tier 3 students.

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

Examine Tier 1 data after each assessment period; in addition monthly data meetings with each grade level to monitor any students requiring Tier 2 or Tier 3 services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarah Lawson	Principal
Casey Leone	Teacher
Deanna Foerman	Teacher
Heather Wells	Teacher
Melissa English	Teacher
Cindy Lewis	Parent
Shirley Roberts	Education Support Employee
Michelle Bader	Parent
Beth Markey	Parent
Stephani Johnston	Parent
Jaclyn Hicks	Parent
April Jensen	Parent
Courtney Griffin	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Parents and teachers agree that it is evident there is a focus on student collaboration and engagement. Students are taking a more active role in the learning process.

b. Development of this school improvement plan

The SAC committee looks at data and determines action steps for the school improvement plan. Meetings are held throughout the year to discuss implementation and outcomes of the action steps.

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

The principal presented the school's budget to the SAC committee prior to the school year for approval and input.

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

NA

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lawson, Sarah	Principal
Addison, Ivonne	Teacher, K-12
English, Melissa	Teacher, K-12
O'Nora, Erin	Teacher, ESE
Francisco, Kristen	Teacher, ESE
Wells, Heather	Teacher, K-12
Cobleigh, Karen	Teacher, K-12

b. Duties

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

Leveled libraries
Opportunities for teachers to observe Model Coach
Students use IDR time to enhance and enrich their reading skills
One on one conferencing about reading with students
Being A Writer
LAE is a Collaborative Classrooms Model School
Literacy Week in January
Principal's Book Club

D. 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).

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

All faculty participate in weekly PLCs driven by student need and teacher choice.

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

Administrators maintain resumes of highly qualified teachers. Administrators work to ensure that all staff/faculty feel supported, through the provision of adequate instructional resources and consistent administrative feedback in order to retain highly qualified staff.

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

Team leaders mentor new members of their team; additional mentor/mentee partners as needed. Beginning teachers participate in the district-wide BEST program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Clay County Curriculum Maps
Structures in place with PLC Logs
Framework for intentional teaching
Literacy block-150 mins
CPALMS
Provision of core adoption materials
OneClay U

b. Instructional Strategies

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

Teachers look at classroom data and form small groups based on instructional needs of students. Teachers conference with students on a one-on-one basis to ensure each student's needs are met at their level.

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

Strategy: Extended School Day

Minutes added to school year: 960

We plan to offer before and/or after school tutoring in the computer lab.

Strategy Rationale

Additional time to work one on one with students to fill learning gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McIver, Melanie, melanie.mciver@myoneclay.net

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

Computer-based programs, such as Unify, Reading A-Z, and Moby-Max, will collect and analyze data. Teachers will use this data to determine effectiveness and make instructional decisions.

2. Student Transition and Readiness

a. 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).

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

LAE administers a Pre-K and Kindergarten screening tool to determine the readiness of each child coming into a Kindergarten program. LAE offers Open House and Orientation as a way for parents and teachers to form a positive relationship. Kindergarten parent night orients them to expectations of the elementary school environment.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of lowest quartile students making learning gains in reading will increase by 5 percentage points from 38% to 43%

- G2.** The number of students meeting proficiency in reading will increase by 3 percentage points from 61% to 64%

Strategic Goals Detail

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

G1. The number of lowest quartile students making learning gains in reading will increase by 5 percentage points from 38% to 43% **1a**

G086071

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal **3**

- The staff's knowledge and comfort level with a variety of instructional strategies for struggling students

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

- Monthly PLCs to highlight various strategies to increase knowledge of best teaching practices

Plan to Monitor Progress Toward G1. **8**

District Foundation Assessments (K-2), Performance Matters district assessments in Math (K-6), Performance Matters Science (5-6), Performance Matters ELA (3-6)--including One Clay Writes, FSA 3-6 outcomes available in June.

Person Responsible

Sarah Lawson

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Assessment outcome scores and standard category outcomes by individual students and grade levels.

G2. The number of students meeting proficiency in reading will increase by 3 percentage points from 61% to 64% **1a**

G086072

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal **3**

- Teacher capacity with the complexity and range of achievement levels of each standard.

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

- Item specifications, FSA Achievement Level descriptions, exemplars, Unify, curriculum maps, CPALMS

Plan to Monitor Progress Toward G2. **8**

District Foundation Assessments (K-2), Performance Matters district assessments in Math (K-6), Performance Matters Science (5-6), Performance Matters ELA (3-6)--including One Clay Writes, FSA 3-6 outcomes available in June.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Assessment outcome scores and standard category outcomes by individual students and grade levels.

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. The number of lowest quartile students making learning gains in reading will increase by 5 percentage points from 38% to 43% **1**

 G086071

G1.B1 The staff's knowledge and comfort level with a variety of instructional strategies for struggling students **2**

 B228726

G1.B1.S1 District trained Model School Coach will lead monthly professional development on best teaching practices. **4**

 S241186

Strategy Rationale

Research shows that targeted professional development based on student needs when implemented improves student achievement.

Action Step 1 **5**

Teachers will participate in monthly PLCs lead by the Model School Coach.

Person Responsible

Sarah Lawson

Schedule

Monthly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Sign-in sheets with seat time or professional development points

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

Classroom walk-throughs will be conducted in order to ensure implementation of strategies.

Person Responsible

Sarah Lawson

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Walk-through notes and feedback will be used to discuss strategy implementation.

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

Classroom and district assessments will be used to track the progress of lowest quartile students.

Person Responsible

Sarah Lawson


Schedule

Monthly, from 10/7/2016 to 5/31/2017


Evidence of Completion

Assessment outcomes indicating areas of growth for students or identifying areas of need, supported through evidence of remediation.

G2. The number of students meeting proficiency in reading will increase by 3 percentage points from 61% to 64% **1**

 G086072

G2.B1 Teacher capacity with the complexity and range of achievement levels of each standard. **2**

 B228727

G2.B1.S1 Teachers will be trained on available resources in order to build capacity on teacher knowledge. **4**

 S241187

Strategy Rationale

Providing training on grade level expectations as defined by the state will lead to stronger instructional decision making.

Action Step 1 **5**

Scheduled training on specific resources mentioned in this plan

Person Responsible

Sarah Lawson

Schedule

Weekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

PLC logs, Navigator sign-in sheets and follow-up forms.

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

Attendance by all certified staff will be expected. Teachers will complete PLC logs each week

Person Responsible

Sarah Lawson

Schedule

Weekly, from 8/19/2015 to 5/25/2016

Evidence of Completion

Sign In Sheets, PLC Logs

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

Classroom and district assessments will be used to track the progress of lowest quartile students.

Person Responsible

Sarah Lawson

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Assessment outcomes indicating areas of growth for students or identifying areas of need, supported through evidence of remediation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2015					
G2.B1.S1.MA1 M321289	Attendance by all certified staff will be expected. Teachers will complete PLC logs each week	Lawson, Sarah	8/19/2015	Sign In Sheets, PLC Logs	5/25/2016 weekly
2016					
G1.B1.S1.A1 A312170	Teachers will participate in monthly PLCs lead by the Model School Coach.	Lawson, Sarah	9/7/2016	Sign-in sheets with seat time or professional development points	5/17/2017 monthly
G2.B1.S1.A1 A312171	Scheduled training on specific resources mentioned in this plan	Lawson, Sarah	9/7/2016	PLC logs, Navigator sign-in sheets and follow-up forms.	5/31/2017 weekly
G1.B1.S1.MA1 M321286	Classroom walk-throughs will be conducted in order to ensure implementation of strategies.	Lawson, Sarah	9/7/2016	Walk-through notes and feedback will be used to discuss strategy implementation.	6/2/2017 weekly
G1.MA1 M321287	District Foundation Assessments (K-2), Performance Matters district assessments in Math (K-6),...	Lawson, Sarah	9/26/2016	Assessment outcome scores and standard category outcomes by individual students and grade levels.	5/31/2017 quarterly
G2.B1.S1.MA1 M321288	Classroom and district assessments will be used to track the progress of lowest quartile students.	Lawson, Sarah	10/5/2016	Assessment outcomes indicating areas of growth for students or identifying areas of need, supported through evidence of remediation.	5/31/2017 monthly
G2.MA1 M321290	District Foundation Assessments (K-2), Performance Matters district assessments in Math (K-6),...	Lawson, Sarah	10/5/2016	Assessment outcome scores and standard category outcomes by individual students and grade levels.	5/31/2017 weekly
G1.B1.S1.MA1 M321285	Classroom and district assessments will be used to track the progress of lowest quartile students.	Lawson, Sarah	10/7/2016	Assessment outcomes indicating areas of growth for students or identifying areas of need, supported through evidence of remediation.	5/31/2017 monthly

V. Professional Development Opportunities

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

G2. The number of students meeting proficiency in reading will increase by 3 percentage points from 61% to 64%

G2.B1 Teacher capacity with the complexity and range of achievement levels of each standard.

G2.B1.S1 Teachers will be trained on available resources in order to build capacity on teacher knowledge.

PD Opportunity 1

Scheduled training on specific resources mentioned in this plan

Facilitator

Administrators, Model Coach, Teachers, district staff

Participants

All teachers, administrators

Schedule

Weekly, from 9/7/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in monthly PLCs lead by the Model School Coach.	\$0.00
2	G2.B1.S1.A1	Scheduled training on specific resources mentioned in this plan	\$0.00
Total:			\$0.00