

Smart Pope Livingston Elementary

1128 BARBER ST, Jacksonville, FL 32209

<http://www.duvalschools.org/splivingston>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Smart Pope Livingston Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Smart Pope Livingston Primary Accelerated Learning Center will provide students with opportunities to learn and achieve success, through a safe, nurturing learning environment while holding them accountable for high, academic expectations. Through the expertise of highly qualified educators, collaborating and utilizing data focused instructional practices to assist in developing the whole child.

b. Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Smart Pope Livingston Elementary School was established in 1957, it has been serving the surrounding community as an educational hub. Many of our families have been in this area for generations. As a result, the school is familiar with many of the families. Our school works closely with faith based partners and community partners to provide support and build relationships with our parents and community at large. Smart Pope Elementary use TNTP surveys, Fame Surveys, Climate Surveys, and Parent Involvement meetings to assess the culture of the school and the stakeholders at Smart Pope Livingston Elementary. After assessing results from surveys, parent meetings, teacher meetings, and community meetings (SAC,PTA), parent-teacher conferences are conducted to build relationship with all stakeholders.

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

S.P. Elementary creates an environment where students feel safe and respected by providing before and after care supervision for students. In addition S.P. provides a safe environment by following all facets of the school's safety plan. All doors are locked at all times and the school gates are locked. All visitors are buzzed in electronically by a staff member. Every person entering the building must sign in the front office and provide picture identification. Only district approved volunteers, mentors and vendors are permitted to classrooms. The School Resource Officer canvas the school campus everyday to ensure safety and order. Foundations team meets quarterly to discuss school's environment and any additional concerns that may need to be addressed. Safety emergency drills are conducted randomly each month to ensure all protocols are being followed.

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

S.P. Livingston uses CHAMPs for classroom behavioral expectations and Foundations is being utilized for the common areas. The restructuring of the Code of Student Conduct, has allowed for systematic progression. The faculty and students have been trained to ensure that the system is fairly

and consistently enforced.

In addition to CHAMPs, we utilize Cougar store as a portion of our school's PBIS plan. Positive behavior and study habits are reinforced with students by awarding them Cougar Bucks. Students accumulate Cougar Bucks over a period of time, and are awarded a trip to Cougar store to spend Cougar Bucks.

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

Along with daily check-ins by adults, we have several mentoring programs at our school. There are mentors within the school and outside of the building. In addition, the guidance counselor completes monthly guidance lessons that are focused on safety, character education, and conflict resolution. We also have a school based social worker to address the social emotional need of our parents and students.

3. Early Warning Systems

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

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

Early Warning meeting will be held monthly with all grade levels to help identify students that are at risk of not being successful. The criteria to be considered "at-risk" include:

- Attendance (tardiness, early pick-ups)
- Behavior infractions
- Performance on iReady and module assessments
- Grades
- Retentions

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	16	10	12	0	0	0	0	0	0	0	0	0	0	38
One or more suspensions	15	14	12	0	0	0	0	0	0	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	11	8	6	5	5	8	0	0	0	0	0	0	0	43

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

Strategies employed to improve academic performance of students identified by the early warning system are:

- Referrals to Full Service
- After school academic support
- Continued monitoring
- Teacher, parent and administer conference with parent
- Progress Monitoring Plan (PMP)
- Response to Interventions
- Guidance Referrals
- School based Social Worker

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Smart Pope Livingston Elementary has a Family Involvement Center located across from the Main Office. The BOLD Parent Liaison and faculty members hold workshops for the parents of the school monthly. These workshops occur at a variety of times throughout the day and evenings. The center has materials

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

S.P. Livingston Elementary has several business partners and one faith-based partner that support our mission and vision by providing financial resources, and human capital such as mentoring, tutoring, and volunteerism. To sustain our partnership we conduct monthly community/parent meetings and all stakeholders are invited .At the end of the school year we celebrate all of our partners with a luncheon to thank them for their commitment and service to our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Gresham, Robert	Principal
Hamilton, Sanaa	Assistant Principal
Morris, Regina	Teacher, ESE
Washington, Earline	Teacher, ESE
Payanis, Ashley	Instructional Coach

b. Duties

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

- To review data regularly and design the instructional focus for students
- Monitor student progress and performance in all subject areas and in conduct
- Serve as a support team to teachers in order to ensure the success of all students
- Communicating learning expectations and next steps clearly and explicitly to teachers, students and parents
- Establish instructional frameworks the support remediation throughout the school day

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

The school leadership works with grade level teams to provide support for teachers and students. Every intermediate classroom has an additional adult in the classroom. This allows each child to be taught by an adult in a small group setting each day. Federal funds are used to provide extended learning activities for students, pay the salaries for daytime tutors, a full-time reading interventionist, supplemental materials and part-time paraprofessionals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robert Gresham	Principal
Kenny Martin	Parent
Naomi Briggs	Education Support Employee
Michael Willis	Business/Community
Willeman Brown	Business/Community
Rochelle Battle	Parent
Bryne Davis	Parent
Beth Higgins	Teacher
George Maxey	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC Team has reviewed last years school improvement plan during the summer to being creating ideas for the next school year.

b. Development of this school improvement plan

SAC and all parents have the opportunity to assist in implementation and evaluation of school improvement plan. We encourage parents to participate in all meetings to give input into the process throughout the school year through a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP.

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

The SAC and SIP committee works in collaboration with the principal to review the budget and agree on specific items such as technology enhancements and parental engagement. The principal then meets with the Shared Decision Making (SDM) team to finalize budget priorities and development of the final draft of the SIP.

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

Funds were used to purchase student agenda and offer incentives for students who met their reading goal.

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
Gresham, Robert	Principal
Hamilton, Sanaa	Assistant Principal
Payanis, Ashley	Teacher, K-12
Morris, Regina	
	Other

b. Duties

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

The major initiative is to raise the proficiency numbers in Reading. I-Ready, CGA, DAR, and District

made assessments from the core curriculum guide will be targeted for improvement throughout the school year.

Specific professional development for the staff will include:

Gradual Release

Instructional Rigor and Higher Order Questioning

Differentiated Instruction

Using Data to Drive Instruction

Developing planned lessons that are focused and intentional to meet student needs

Analyzing student work

Reading and Writing with a focus on text complexity

Close reading

Questioning and Response to Literature.

Provide information to students and their families through literacy nights, newsletters and school-wide activities.

These activities will be part of Early Release Days, planning days, collaborative team meetings, vertical articulation meetings, coaching/modeling support, lesson study groups, and faculty meetings.

D. Public and Collaborative Teaching

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

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

S.P. Livingston will conduct school-wide Reading, Math and Data chat PLC's with grade levels on Tuesdays.

Common team planning meetings are conducted every Tuesdays with every grade level. Early release days professional development is organized once a month for vertical articulation per subject for grades (VPK-K)& (1-2). Grade levels and staff are represented on the school's Shared Governance Committee every 2nd Tuesday of each month.

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

Principal and Assistant Principal will recruit teachers from district qualified candidates completion date August 2017. Ongoing professional development will take place at the school level and district level. S.P. Livingston Leadership team in conjunction with district specialist will be responsible for facilitating and monitoring recruitment and retention strategies. Early release meetings, PLC's at school level and district level, content area training, planning day training, Teacher Induction Program/Mentor Program/MINT this program is implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Providing University college Interns and pre-interns to Identified classrooms with teachers with Clinical Educator's Training (CET)

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

S.P. Livingston participate in school district Teacher Induction program. Mentors are paired with new teachers

according to impact on student achievement, credentials and expertise. Mentors are CET trained and have a least 3 years of successful teaching experience and effective or highly effective ratings

Overall purpose of the teacher mentoring program is to improve teaching and learning. Specifically, the mentoring program is intended to assist classroom teachers and school administrators in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes

necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher.

Biweekly

meetings, observations, paired with mentor, attend district TIP meetings, develop IPDP.

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

S.P. Livingston Elementary ensures that our core instructional programs (Duval Reads & Duval Math) and materials are aligned to Florida State standards through various avenues. We utilize district approved research based resources that are aligned to Florida standards. In our Professional Learning Communities we unpack Language Arts Florida State Standards and Mathematics Florida State Standards to ensure they are aligned to curriculum guides, lesson plans, performance task, and exit tickets.

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

The school uses assessment data, common grade level assessments, anecdotal logs, exit tickets, and various other forms of data to differentiate instructional materials to meet the needs of students. Teachers use exit tickets at the end of their lessons and based on student responses teachers know which students understood the content that was presented. If students required additional support, students are provided small group instruction using additional reteaching strategies. If students have mastered a certain level of the standard the rigor of the tasks is increased within the outlined Item Specifications. Administrators, coaches, interventionists, and teachers regularly consult data to determine the current academic needs. This information is used to guide instruction to meet the needs of all students.

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: After School Program

Minutes added to school year: 10,800

Paid Extended Day Program

B.O.L.D After School Program

All students receive an additional hour of reading instruction through I-Ready and one hour of home-learning instruction.

In addition, we have S.T.E.A.M. Clubs to enrich students in the academic area of reading, science, mathematics, technology, engineering, and arts.

Students are provided tutoring assistance based on teacher recommendation.

Strategy Rationale

The goal is to improve student reading comprehension skills, math, and science proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

These reports will be analyzed to determine if the extra support reflects that students are making progress toward grade level mastery of the Florida Standards.

I-Ready Reading and Math Report

Weekly students Progress Reports

Nine Week Report Cards

Students' Work

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

S.P. Livingston has 11 Pre-Kindergarten classes for the preschool students. The program has stringent

guidelines and procedures to equip students with the necessary skills for Kindergarten. Parents and students must adhere to the Pre-K policies to stay active in the program. Students who attend are expected to master the Pre-K objectives of academic and social growth.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide screening of each child's readiness for kindergarten. The IReady diagnostic assessment measures the students' skill level in the following skills based area of reading: Phonics, Phonemic Awareness, Vocabulary, High Frequency Words and Comprehension. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention if needed.

S. P. livingston will schedule a series of workshops and informal meetings for community preschool teachers

and parents whose students traditionally enter our school. The purpose of these sessions is to give those individuals the opportunity to discuss expectations, curriculum, and simple solutions to common classroom occurrences. In addition each of their preschool classes will be invited to our school during May to tour the school, meet the staff, and eat lunch in the cafeteria.

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

S.P. Livingston is a K-2 school

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

S.P. Livingston is a K-2 school

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

S.P. Livingston is a K-2 school

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

S.P. Livingston is a K-2 school

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students who make one year's worth growth in literacy and to increase the number of proficient students in literacy in I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships.

- G2.** Increase the number of students who make one year's growth in math and to increase the number of proficient students in Math I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships.

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. Increase the number of students who make one year's worth growth in literacy and to increase the number of proficient students in literacy in I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships. 1a

G094466

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Kindergarten	80.0
Literacy Rate - Grade 1	80.0
Literacy Rate - Grade 2	80.0

Targeted Barriers to Achieving the Goal 3

- Attendance of students in need of additional remediation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social Worker conducting AIT meetings, home visits, and connecting parents to resources
- Administration, Reading Coach, Mentoring teachers providing support to Noivce teachers in implementing learning strategies

Plan to Monitor Progress Toward G1. 8

Monthly meetings and weekly check in of implementation for learning strategies

Person Responsible

Sanaa Hamilton

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

participation, use of interventions, parent communication logs

G2. Increase the number of students who make one year's growth in math and to increase the number of proficient students in Math I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships. **1a**

G094467

Targets Supported **1b**

Indicator	Annual Target
Literacy Rate - Kindergarten	80.0
Literacy Rate - Grade 1	80.0
Literacy Rate - Grade 2	80.0

Targeted Barriers to Achieving the Goal **3**

- Amount of research based strategies to improve the proper integration of both skills and standards during instructional time.
- New teachers and ability to utilize instructional resources and intervention with fidelity

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

- Grade Level Curriculum Leads to provide instructional support in their assigned subject areas
- Administration to provide instructional leadership to all staff
- Vertical Articulation
- District Content Area Workshops
- Professional Development Opportunities
- District Coach Trainings and support from District Specialist

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

Staff will utilize a student data tracking folder for reading and math for each student

Person Responsible

Robert Gresham

Schedule

Monthly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Ongoing use of student data notebooks in the classroom and monthly teacher/student data chats

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 the number of students who make one year's worth growth in literacy and to increase the number of proficient students in literacy in I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships. **1**

 G094466

G1.B1 Attendance of students in need of additional remediation **2**

 B253728

G1.B1.S1 Social worker will communicate with parents and provide resources to aid parents in ensuring students are in attendance and on time. **4**

 S268006

Strategy Rationale

When students are in school every day and on time they are able to learn and retain learning strategies, which will improve proficiency for students

Action Step 1 **5**

Monitor AIT meetings and refer parents for additional support.

Person Responsible

Robert Gresham

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIT meetings documentation and FOCUS attendance records

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

Monitor and support implementation of learning strategies through classroom observations, Leadership debriefing, and common planning.

Person Responsible

Sanaa Hamilton

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations and Leadership and common planning mintues

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

Monthly meetings

Person Responsible

Robert Gresham

Schedule

Quarterly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Social Worker meeting notes and calandar

G2. Increase the number of students who make one year's growth in math and to increase the number of proficient students in Math I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships. 1

G094467

G2.B1 Amount of research based strategies to improve the proper integration of both skills and standards during instructional time. 2

B253730

G2.B1.S1 Increase the number of students who make one year's worth of growth in math and to increase the number proficient students in I-Ready by highly engaging all stakeholders through collaboration, shared expectations, and partnerships. 4

S268007

Strategy Rationale

By increasing student growth in math we can improve the proficiency rate of our students in future years.

Action Step 1 5

Virtual PD, Thursday Common Planning, Tuesday PD, Classroom observations informal and formal, Monthly data chats

Person Responsible

Robert Gresham

Schedule

On 6/1/2018

Evidence of Completion

evidence of implmentation in classroom, evidence of student data improving

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

Classroom informal and formals, frequent feedback, frequent monitoring of I Ready

Person Responsible

Sanaa Hamilton

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

feedback, implmentation of next steps in teacher classrrom classroom, student increase of proficiency in I-Ready

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

Contiuous feedback and support from admin, instructional support staff, and district specialist

Person Responsible

Robert Gresham

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

implmentation in classrooms

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

Contiuous feedback and support from admin, instructional support staff, and district specialist

Person Responsible

Sanaa Hamilton

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

implmentation in classrooms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M380931	Monthly meetings	Gresham, Robert	9/29/2017	Social Worker meeting notes and calendar	5/31/2018 quarterly
G1.B1.S1.A1 A356646	Monitor AIT meetings and refer parents for additional support.	Gresham, Robert	8/14/2017	AIT meetings documentation and FOCUS attendance records	6/1/2018 daily
G1.MA1 M380933	Monthly meetings and weekly check in of implementation for learning strategies	Hamilton, Sanaa	9/5/2017	participation, use of interventions, parent communication logs	6/1/2018 monthly
G1.B1.S1.MA1 M380932	Monitor and support implementation of learning strategies through classroom observations, Leadership...	Hamilton, Sanaa	8/14/2017	Classroom observations and Leadership and common planning minutes	6/1/2018 daily
G2.MA1 M380937	Staff will utilize a student data tracking folder for reading and math for each student	Gresham, Robert	8/22/2017	Ongoing use of student data notebooks in the classroom and monthly teacher/ student data chats	6/1/2018 monthly
G2.B1.S1.MA1 M380934	Continuous feedback and support from admin, instructional support staff, and district specialist	Gresham, Robert	9/5/2017	implementation in classrooms	6/1/2018 biweekly
G2.B1.S1.MA1 M380935	Continuous feedback and support from admin, instructional support staff, and district specialist	Hamilton, Sanaa	9/5/2017	implementation in classrooms	6/1/2018 biweekly
G2.B1.S1.MA1 M380936	Classroom informal and formal, frequent feedback, frequent monitoring of I Ready	Hamilton, Sanaa	8/15/2017	feedback, implementation of next steps in teacher classroom classroom, student increase of proficiency in I-Ready	6/1/2018 biweekly
G2.B1.S1.A1 A356647	Virtual PD, Thursday Common Planning, Tuesday PD, Classroom observations informal and formal,...	Gresham, Robert	8/15/2017	evidence of implementation in classroom, evidence of student data improving	6/1/2018 one-time

V. Professional Development Opportunities

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

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	Monitor AIT meetings and refer parents for additional support.	\$0.00
2	G2.B1.S1.A1	Virtual PD, Thursday Common Planning, Tuesday PD, Classroom observations informal and formal, Monthly data chats	\$0.00
Total:			\$0.00