



## Davis School Continuous Improvement Plan 2017-2018

**Name of School:** Davis Elementary School

**Name of Principal:** Josh Ingle

**Name of District:** Dade County Schools

**Name of Superintendent:** Dr. Jan Harris

*Comprehensive Support School*

*Title I - School-wide*

*Non-Title I School*

*Targeted Support School*

*Targeted Assistance Title I School*

*Opportunity*

*School*

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title I Director (Title I Schools only) \_\_\_\_\_ Date \_\_\_\_\_

### Continuous Improvement Planning Committee Members

| Name           | Position/Role                    | Signature |
|----------------|----------------------------------|-----------|
| Josh Ingle     | Principal                        |           |
| Paige Kimball  | Academic Coach                   |           |
| Heather Mahan  | 3rd Grade Representative         |           |
| Brandi Steele  | 1st/2nd Grade Representative     |           |
| Jessica Howard | 4th Grade Representative         |           |
| Angel Weathers | Special Education Representative |           |
| Wendy Wilburn  | Media Specialist                 |           |
| Tina Roberts   | 5th Grade Representative         |           |
| Katy Vaguhn    | PK/Kindergarten Representative   |           |



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## Highly Qualified Staff

**Are all courses taught by highly qualified staff? YES**

**If no, explain:**

**List efforts to recruit highly qualified teachers to your school:**

At the end of the 2015-16 school year, two teachers retired and one moved away due to her husband's job. We posted both vacancies on the TeachGeorgia website and received over 50 applications. The interview team narrowed the field down to 10 based on the quality of their application, their certification status, and their responses to 5 preliminary questions they filled out online. The top 10 were interviewed by a panel consisting of the school principal, 4 teachers, and our academic coach. Teachers were asked approximately 20 questions and they were ranked according to their responses. After checking references, the two highest rated teachers were selected and presented to the board of education for approval. Both applicants were from outside of the system and are coming with a wealth of experience and ability.

### **Title I only**

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_

Please indicate the programs that are consolidated in this plan: Title I, Title II, & Title III

School Designated as a Priority School NO (Yes or No)      School Designated as a Focus School NO (Yes or No)

## Davis School Continuous Improvement Plan 2017-2018

### Needs Assessment/Data Review Results

| Prioritized Needs  | Data Source  | Participants Involved   | Communication to Parents and Stakeholders  |
|--|--|---|--|
| <p>Improved assessment systems that allow teachers to identify student needs and act on them in a timely manner. This includes pre/post testing, standards based grading, and a school wide benchmarking program that will identify specific student needs as they relate to state standards.</p>                  | <p>Data analysis of the limited correlation between AIMSweb results and scores on the Georgia Milestones Assessment and SLOs. There are also significant discrepancies in teacher grades and student performance on the aforementioned tests.</p>  | <p>Josh Ingle<br/>           Brandi Steele<br/>           Heather Mahan<br/>           Angel Weathers</p> | <p>Parents and stakeholders will be notified of this need at the Back to School Bash held at the end of August and will receive information regarding our new assessment system (i-Ready) in back to school information. This will also be discussed during the state of the school address in September. There will also be ½ day conferences in October that will highlight Title I, general data, RtI offerings, and enrichment opportunities that are available. Information is also available online at the <a href="http://davis.dadecountyschools.org">davis.dadecountyschools.org</a> webpage.</p> |
| <p>Refined RtI processes that allow teachers to utilize assessment data to drive online and small group interventions for struggling learners. This includes working to include more flexibility in the structure of the school day and reexamining existing interventions to determine overall effectiveness.</p> | <p>Recent gains in ELA scores on the Georgia Milestones assessments have slipped in grades 3 and 4 due to a variety of factors. Inconsistent instruction and intervention implementation has contributed to significant gaps in student learning.</p>  | <p>Josh Ingle<br/>           Brandi Steele<br/>           Heather Mahan<br/>           Angel Weathers</p> | <p>Parents and stakeholders will be notified of this need at the Back to School Bash held at the end of August and will receive information regarding our new assessment system (i-Ready) in back to school information. This will also be discussed during the state of the school address in September. There will also be ½ day conferences in October that will highlight Title I, general data, RtI offerings, and enrichment opportunities that are available. Information is also available online at the <a href="http://davis.dadecountyschools.org">davis.dadecountyschools.org</a> webpage.</p> |
| <p>Improved opportunities for higher order thinking in the regular classroom and during special instruction time. The goal is to increase student interest, raise academic rigor, and provide enriching activities that support and extend the basic curriculum.</p>   | <p>Many of our scores are above the state averages; however, gifted student performance and the percentage of students falling into the ‘Distinguished Learner’ category has been stagnant overall. The growth we would expect to see in our higher learners has not been as evident as we would like.</p> | <p>Josh Ingle<br/>           Brandi Steele<br/>           Heather Mahan<br/>           Angel Weathers</p> | <p>Parents and stakeholders will be notified of this need at the Back to School Bash held at the end of August and will receive information regarding our new assessment system (i-Ready) in back to school information. This will also be discussed during the state of the school address in September. There will also be ½ day conferences in October that will highlight Title I, general data, RtI offerings, and enrichment opportunities that are available. Information is also available online at the <a href="http://davis.dadecountyschools.org">davis.dadecountyschools.org</a> webpage.</p> |

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|  |   |   |   |
|--|---|---|---|
| <b>SMART GOAL #1: (CCRPI Indicators as SMART Goals)</b>  | Actual<br>2015-2016                       | Actual<br>2016-2017                       | Target<br>2017 -<br>2018                  |
| The percentage of students earning at a ‘Proficient’ or ‘Distinguished Learner’ rating on the Georgia Milestones Assessments in ELA and Math will increase by a combined 10 percentage points in both subject areas. | <u><b>ELA /<br/>Math</b></u><br>29% / 36% | <u><b>ELA /<br/>Math</b></u><br>41% / 61% | <u><b>ELA /<br/>Math</b></u><br>50% / 68% |

| Performance Standard | Target Groups<br>Student Group<br>(All or subgroup),<br>Parents,<br>Teachers  | Action Steps/Strategies  | Primary Person Responsible  | Evaluation of Implementation and Impact on Student Learning  |  | Monitoring Actions of Implementation                              | Estimated Cost, Funding Source, and/or Resources |
|----------------------|---|--|---|--|--|---|--|
|                      |   |  |   | Artifacts  | Evidence   |   |  |
|                      | <p>All students in grades K-5 will find themselves in an RtI tier.</p> <p>Teachers will all have a part to play in the RtI process.</p> <p>ELA and math teachers will be responsible for a majority of the small group instruction.</p> | <p>Using the information provided by iReady assessments and pre testing, teachers will create and updated list of students in need of tier 2 RtI.</p> <p>Tier I students will receive at least 90 minutes per week of online iReady instruction. Other Academy Time activities will include 2+ hours of STEM workshops and other opportunities for higher order thinking per week..</p> <p>Tier II students will receive an additional 60 minutes of small group instruction in reading and/or math instruction. They will still receive at least 1.5 hours per week of STEM enrichment activities.</p> <p>Tier III students will receive differentiated instruction based on need. For example, they may be placed in the Corrective Reading Program or receive additional small group time with a teacher.</p> | <p>James Fahrney<br/>Principal</p> <p>Heather Mahan<br/>3rd Grade</p> <p>Jessica Howard<br/>4th Grade</p> <p>Lori Gordy<br/>5th Grade</p> | <p>Tier II and III students will have monthly progress checks on iReady.</p> <p>STEM Activities for Tier I students.</p> <p>Grade Level intervention plan for struggling learners.</p> | <p><b>School Leaders Demonstrate:</b><br/>Analysis of the data provided by the i-Ready diagnostics and oversight of project implementation. Provision of any necessary materials to support remediation and extension (STEM) activities.</p> <p><b>Teachers Demonstrate:</b><br/>Motivation and encouragement of students in each tier to meet their goals. Provide quality small group instruction to struggling learners and engaging STEM (higher order thinking) activities for Tier I learners.</p> <p><b>Students Demonstrate:</b><br/>Improved performance on iReady assessments. Meet minimum requirements for weekly use of iReady and participate in small group instruction.</p> <p><b>Parents Demonstrate:</b><br/>Support and encourage students to progress on their individual goals.</p> | <p>Monthly Data Review of student progress (Tiers II and III)</p> |  |



# Davis School Continuous Improvement Plan 2017-2018

|  |   |
|--|---|
| <b>DISTRICT Strategic Plan Goal Area</b>             | Strategic Goal #2 - Student Achievement |
| <b>DISTRICT Strategic Plan Performance Objective</b> |   |

| SMART GOAL #2: (CCRPI Indicators as SMART Goals)   | Actual 2015-2016 | Actual 2016-2017   | Target/Actual 2017-2018 |
|--|------------------|--------------------|-------------------------|
| Teachers will use assessment data from iReady and other formative measures to maximize student growth. They will do this by targeting specific student needs with online and small group instruction during class and intervention/literacy block. Our goal is a 10% increase in the number of students that show typical/high growth on the Georgia Milestones. | 71% (2015 CCRPI) | 67.8% (2016 CCRPI) | 78%                     |

| Performance Standard | Target Groups<br>Student Group (All or subgroup), Parents, Teachers   | Action Steps/Strategies   | Primary Person Responsible   | Evaluation of Implementation and Impact on Student Learning  |  | Monitoring Actions of Implementation   | Estimated Cost, Funding Source, and/or Resources   |
|----------------------|---|---|--|--|--|--|--|
|                      |   |   |  | Artifacts  | Evidence   |  |  |
|                      | <p>All teachers will be working to refine their assessment practices.</p> <p>All students will have quality assessment information that gives a true accounting of their learning. This will allow teachers to focus their remediation efforts and close learning gaps.</p> | <p>Teachers will receive initial training in June to prepare for the upcoming school year.</p> <p>Students will be assessed with iReady at least 3 times during pre identified testing windows.</p> <p>Teachers will analyze the student data to drive their small group instruction and provide interventions for struggling learners.</p> <p>Teachers will be trained in advance Learning Focused unit planning that relies on creating units based on desired outcomes.</p> <p>Teachers in grades K-2 will fully implement a standards based report card that is tied directly to state standards.</p> <p>Science and social studies teachers will use pre and post tests borrowed from Douglas County Schools to assess student knowledge and progress.</p> | <p>James Fahrney (Principal)</p> <p>Paige Kimball (Academic Coach)</p> | <p>Tri-annual benchmark results</p> <p>Monthly growth monitoring for Tier 2 and 3 students.</p> <p>Evidence of use in teacher small group lesson plans.</p> <p>Standards based report cards</p> <p>LFS Units</p> | <p><b>School Leaders Demonstrate:</b><br/>Analysis of the data provided by the i-Ready diagnostics and oversight of project implementation.</p> <p><b>Teachers Demonstrate:</b><br/>Teachers will use the student data in planning for small group instruction. Teachers will also utilize the online instruction component and check student progress weekly. Students will spend at least 45 minutes per week online in both reading and math.</p> <p><b>Students Demonstrate:</b><br/>Students are to complete assessments in the assigned windows and are to use the i-Ready online component at least 45 minutes per week in both reading and math.</p> <p><b>Parents Demonstrate:</b><br/>Parents will support and encourage students to use i-Ready at home if possible. Parents will understand how the program detects weaknesses and strengths and offers instruction accordingly.</p> | <p>Teachers and administration will analyze student data in the Fall, Winter, and Spring for their students.</p> <p>Students who continue to struggle will be assessed monthly and their progress will be monitored to ensure growth.</p> <p>Parents will be notified of student results and overall progress toward their goals.</p> <p>Teachers will</p> | <p>The total cost of training and both the diagnostics and instruction components will be approximately \$13,000.</p> <p>Title I funds will be used to cover the program and training costs.</p> <p>It is believed that, if implemented properly, the school will be able to save almost as much as the program costs by consolidating a number of costly interventions into this one program.</p> |

## Davis School Continuous Improvement Plan 2017-2018

### Professional Learning Plan to Support Continuous Improvement Plan

| Professional Learning Strategy to support achievement of SMART Goals  | Professional Learning Timeline  | Estimated Cost, Funding Source, and/or Resources   | Person(s) Responsible and Position                          | Monitoring Teacher Implementation of Professional Learning  | Artifacts/Evidence of Impact on Student Learning   |
|---|---|--|---|---|--|
| iReady Training sessions before and during the school year to support initial implementation and data analysis/usage. | Initial training in June with follow up training in September/October.  | Approximately \$2,500 for 3 training sessions. 2 for teachers and 1 for administrators.          | James Fahrney - Principal<br>Paige Kimball - Academic Coach | James Fahrney<br>Paige Kimball  | i-Ready implementation reports and student usage statistics.   |
| Advanced Learning Focused School Training in the areas of unit planning, assessment, vocabulary instruction.          | Training in June that includes a general refresher and focus on unit planning and assessment. Follow up grade level activities. | \$8,550 for teacher stipend to cover 3 days of PD.<br><br>(19 Teachers @ \$150 per day x 3 days) | James Fahrney - Principal<br>Lori Gordy - 5th Grade Teacher | James Fahrney<br>Paige Kimball<br><u>Vertical Team Leaders</u><br>Lori Gordy<br>Katie Brown<br>Jessica Howard<br>Leah Bible | Evidence in lesson plans and in walkthroughs and observations. Formative assessment data (pre-post) score increases. |
|   |   |  |   |   |  |