

Polk County Public Schools

# John Snively Elementary



2017-18 Schoolwide Improvement Plan

# John Snively Elementary

848 SNIVELY AVE, Eloise, FL 33880

<http://schools.polk-fl.net/snively>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

*\*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 Polk 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 John Snively Elementary

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Every student, Every Day

##### b. Provide the school's vision statement.

We are committed to "paying it forward" on a daily basis by investing in our students so that they will grow into life-long learners who will leave Snively Elementary with a high personal expectation; and understanding that our work, and their work is never done. All stakeholders will play an important role in realizing this vision.

#### 2. School Environment

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

Snively Elementary reaches out to the community and seeks to build positive relationships in many ways. Our PTO president is very active in community affairs and diligently recruits community businesses to become involved in one way or another with our school. We partner with local churches and the Eloise Resource Center to foster the bond between the community and our students. Our current relationship with Lake Ashton Retirement Community members working side by side staff, students, and parents of Snively Elementary to improve and replant our school butterfly garden is greatly improving the look and feel of the school. School spirit nights are held throughout the year with local restaurants as a fund raiser for our students. Local artists are invited to perform at the school during and after school to raise awareness of the arts and to build bonds between teachers and students. Local artists have donated their time and talents to paint murals on the walls in the main building to give the school a facelift. Teachers are encouraged to take at least two field trips a year with their students to build solid bonds outside of the school.

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

Students are met at the door by staff members every day. Our campus is secured and monitored by fences and security cameras. All visitors must check in at the office where their licenses will be scanned. If all is clear a visitor pass will be issued. All staff are trained to address visitors that they encounter on campus. Should a visitor not have a pass, staff is instructed to notify the office and escort the visitor to the office. Snively is a PBS school where students are taught to respect themselves and others. Monthly activities occur to celebrate the good choices students make before, during, and after school.

Snively Elementary conducts several after school events throughout the year. These programs are for students and their families as well as staff.

##### 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.

School wide expectations were developed by the staff.

T - Tenacious

I - Innovative  
G- Growth Mindset  
E - Effort Applying  
R - Responsible  
S- Students

During the first week of school teachers taught these school wide expectations to their students. Each teacher has a behavioral chart in their classroom along with clothes pins with the names of each child. All clothes pins start at the Ready to Learn section of the behavioral chart. The behavior of the student determines in which direction their clothes pin moves. If the student makes good choices the clothes pin moves up, if the choices are poor the clothes pin moves down. Daily communication with parents is conducted through our school agenda.

We are continuing the use of minor infraction documentation this year. This consists of the teacher working with students in reteaching behavioral expectations while at the same time communicating with parents. Our school-wide behavioral system directly ties in to our use of PBS (Positive Behavioral System). Monthly activities occur to celebrate the good choices students make before, during, and after school.

**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.**

Through school workshops and training our staff is ready to ensure the social-emotional needs of our students are met. Our guidance counselor handles students' needs on a daily basis providing counseling and mentoring. She also helps parents and families with medical and/or financial resources available to them in their community.

Our school social worker is an additional staff member who aids students and their parents in identifying and obtaining needed resources.

Snively is located in a low socio-economic neighborhood. As such the majority of our students come from lower income families. We provide free breakfast and lunch to all students. In addition, we participate in the Smile Paks program that provides food to students for the weekend.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

The goal of Polk County Schools' EARLY WARNING SYSTEM (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS will monitor individual students on key indicators of potential dropouts with regularly scheduled reports, initially to school administrators, and eventually to teachers, school counselors, and parents of identified students who are off track and need more intensive supports. These reports include attendance below 90 percent, in-school and out of school suspensions, and overage students.

The system will monitor students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation. School administrators examine the data with their leadership team and make necessary adjustments to instructional strategies.

**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	15	10	6	17	7	5	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	26	17	0	0	0	0	0	0	0	43

**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	1	1	0	0	0	0	0	0	0	2

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

Students identified by the early warning system are brought before the guidance committee. Possible causes of poor attendance are discussed as well as solutions to help solve the issues. Check in programs with students has been established. Students are to go to the office each morning and receive a sticker each day they to school on time. Small weekly rewards are given as incentives for the students. Our school psychologist, social worker, and guidance counselor meet with the students and their parents to communicate the importance of attending school and arriving on time.

Our Leadership team identifies students who are failing in ELA or Math, or scored a level one on state testing. All students in each grade level have been ranked in order of their FCAT scores from the 2013-2014 school year. On going assessments will be conducted throughout the year to monitor student progress and chart success. Monthly data meetings will be conducted with teachers using the MTSS system to identify struggling students and identify interventions for the teacher to use.

Our school interventionist will work with the repeating students and all level one students. She will provide additional reinforcement and reteaching to ensure success for these students. Special areas teachers will be used to provide reinforcement and reteaching to struggling students throughout the year. Should funds be allotted this year, the school will provide after school tutoring to all interested students.

In addition, Snively will tutor interested ESOL students on Tuesdays and Thursdays after school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?**

No

**1. PFEP Link**

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



**2. Description**

1. Snively Elementary will have a designated person to contact regarding family involvement mandates and programs.
2. Parents will receive written notification about our school’s identification for improvement, and/or school grade through the school newsletter and/or district letter.
3. An annual meeting for parents will be held which will include an explanation of Title I and Parents’ Right to Know, which includes school wide test results, school grade, and notification of teacher and paraprofessional qualifications.
4. Parents will be invited to Open House/Curriculum Night workshops and classroom observations and be made aware of diverse volunteering opportunities.
5. To the extent possible, information will be sent home in the language and format parents can understand.
6. Teachers will contact all parents within the first semester of school to establish a positive line of communication.
7. Teachers and parents will meet at least once in the school year, at convenient times for both parties, for an individual conference to discuss the student’s individual progress and test results and to suggest how to support the student’s learning at school and at home.
8. Parents will be asked to review the student’s planner daily.
9. Partnerships will be developed with community based organizations and businesses to provide support and programs for students and their families
10. A transition to Kindergarten meeting (i.e. Kindergarten Round-Up) will be held for parents of children entering Kindergarten to assist them in preparing their child for Kindergarten.

**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.**

Our PTO president is very active in community affairs and continually reaches out to businesses and individuals in the community in order to secure and utilize resources for our students and staff. We have built relationships with local restaurants, packing warehouses, churches, Lowe's, Hill-Nissan car dealership, Wal-mart, local artists, the Eloise Resource Center, Disney, Lake Ashton Community, and Horace Mann Insurance Company. Through these relationships we have received grants, fund raising opportunities, volunteers, and resources to enhance our school for the betterment of our students.

**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
Rosebrough, Diane	Principal
Bryant, Johnna	Instructional Coach
Stephens, Veita	Instructional Media
Ward, Pamela	Other
Munoz, Elizabeth	Assistant Principal
Jusino-Fraser, Ana	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.**

The MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS will meet at least once per month (or more frequently as needed) to engage in the following activities:

Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least monthly or more frequently if new data is available.

Help MTSS referring teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving , sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.

Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

**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's data-based problem-solving processes for the implementation and monitoring of the MTSS and SIP structure to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, small group and individual needs will be to create a MTSS team. The MTSS team will assist, guide and support staff on all areas on the MTSS process. The MTSS team will meet monthly with teachers to review data and discuss MTSS concerns with staff.

Title I, Part A, funds school-wide services to Snively Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

**Title I, Part C- Migrant**

Migrant students enrolled in Snively Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

#### Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Snively Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.

#### Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional development.

#### Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

#### Supplemental Academic Instruction (SAI)

Snively Elementary currently does not have any SAI units for the 2013-2014 school year.

#### Violence Prevention Programs

Snively Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

#### Nutrition Programs

Snively Elementary is not a location for a summer feeding program for the community.

#### Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

#### Head Start

Head Start is located on our campus. We currently have two units on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Linda Moisa	Business/Community
Diane Rosebrough	Principal
Johnna Bryant	Teacher
Veronica Calderon	Education Support Employee
Lee Castillo	Business/Community
Jeri Pritchard	Business/Community
Elizabeth Munoz	Education Support Employee
Walter Ebnor	Business/Community
Mr. Arnold	Business/Community
Linda Moisa	Business/Community
Diane Currie	Business/Community
Dolores Cunningham	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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

SAC members were involved in the evaluation of last year's school improvement plan by reviewing the data outcome in each S.I.P. area. Cause/Effect relationships were discussed and ideas and goals were suggested for the current year.

*b. Development of this school improvement plan*

School based members of the 2016-2017 SAC were involved in the development of this school improvement plan. The involvement included but was not limited to individuals being responsible for specific portions of the SIP. Further, meetings were utilized to discuss ideas and finalize items that were to be placed in the SIP which included performance data as well as the school's annual budget. The SIP was disseminated orally at our Title 1 Parent Night, in our monthly newsletter, and on our school website.

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

After careful examination of the 2016-2017 school budget and school grade the leadership team is identifying needed professional development to raise our school grade. As a result of our school grade rising from a D to a C last year, we will be providing mandatory professional development of all teachers in various areas throughout the year.

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

School improvement funds allocated last year were used to purchase laptops for the teachers.

**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
Bryant, Johnna	Instructional Coach
Rosebrough, Diane	Assistant Principal
Stephens, Veita	Instructional Media
Ward, Pamela	Other
Munoz, Elizabeth	Assistant Principal
Jusino-Fraser, Ana	Instructional Coach

**b. Duties**

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

The major initiatives of the literacy team this year will be to increase the students' AR involvement and to foster a love of reading. We have established a love of reading program entitled Relax and Read. This program is staffed solely of volunteers who come to the school to read to classes on a weekly or bi-weekly basis. This program is not comprised of questioning or tests. Conversely, readers intentions are to create a love of reading among the students.

Through a grant secured by the Media Specialist our students are enjoying the use of our "Free Little Library" . Our campus houses a small library shaped structure that houses various books for students to take home. There is no check out system, rather students take and return books as they finish reading.

Incorporating reading across all content areas.

Providing books to students for free throughout various times of the school year purchased through grants and fund raisers.

The LLT will ensure that every teacher obtains the knowledge and skills in order to contribute to the reading improvement of every student. Teachers will be required to provide timely interventions to struggling readers that are monitored by the school interventionist and MTSS team.

**D. Public and Collaborative Teaching**

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

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

Teachers in each grade level have common collaborative planning time with their teams. Each grade level will meet a minimum of once a week with administration, once a week with instructional coaches, and once a week with their team. Agendas and minutes will be recorded and turned in to administration. Grade levels will meet on Tuesdays with the Reading coach, and Thursdays with the Math Coach and Science teacher during their 50 minute specials block.

Positive working relationships are encouraged and maintained by focusing on the goals of the school, professional development in regards to team building, and modeling by administration.

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

The strategies that we will utilize to recruit teachers will require working with the school district by supporting the RHS (Recruitment and Hiring System) that is in place.

The strategies that we will utilize to retain teachers will require giving them adequate preparation, support, leadership and autonomy.

The person that will be responsible will be the school principal, Diane Rosebrough.

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

Our school's teacher mentoring program/plan includes pairing struggling classroom teachers as well as first year teachers with experienced teachers.

The rationale for the pairing will be justified based upon the knowledge-base and the experience of the mentor. This will be determined based on an individual teacher's needs.

The planned mentoring activities include but are not limited to weekly meetings with grade level teachers to help with lesson planning, classroom modeling of lessons and management.

## **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.***

The school ensures its' core instructional programs and materials are aligned to the Florida's standards by adhering to the district curriculum instructional maps. Administration and instructional coaches will meet with teachers twice a week in the development of lesson plans. Direct observation will also be used for monitoring. Coaching will be given on a continuous basis.

#### **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.***

Snively uses data on a weekly basis to provide and differentiate instruction to meet the diverse needs of our students. Grade levels meet weekly with administration and instructional coaches to review

data, identify interventions, and monitor progress. Data from weekly assessments, cold reads, and ongoing assessments are disaggregated to determine areas of need for identified struggling students. Teachers keep spreadsheets on each standard in each subject as it is taught. This readily identifies struggling students and/or students who need enrichment. The MTSS committee also monitors the interventions used with students to evaluate their effectiveness.

Instruction is modified by the school interventionist for those students who are repeating a grade level or scored below level on the 2014-2015 FSA test. Special area teachers work with students who need additional reinforcement or enrichment during some of their open blocks. The ESOL teacher and para provide language assistance and academic reinforcement to ELL students. The ESE teachers and paras work with students according to their IEP and will incorporate other students into their groups as needed skills are identified.

Teachers differentiate center activities, assignments, and small groups to provide immediate needed instruction.

**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:** 4,140

Students will be provided small group instruction based upon individual needs using research-based strategies.. Tracking of mastery of the standards in math, reading, and science will be monitored.

**Strategy Rationale**

By providing additional time on an individualized basis, students will master the standards in which they were struggling. The mastery of standards will ensure proficient scores on the state assessment in the Spring.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Munoz, Elizabeth, elizabeth.munoz@polk-fl.net

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

Data will be collected to determine if mastery of the standard(s) has occurred on a regular basis. Spiraling review of standards will be used to measure the retention of mastery.

**Strategy:** Extended School Day

**Minutes added to school year:** 720

Our media center will remain open for two extra hours once a month for book check out and AR testing

**Strategy Rationale**

Students are given an extended time period in order to check out books and take AR tests.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Stephens, Veita, veita.stephens@polk-fl.net

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

AR test results and book circulation will be monitored.

**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, Â§ 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.**

Involving preschool students on campus in school wide activities and functions (i.e. field day). Communicating with parents and local daycare centers to identify skills and behaviors to focus on in order to better prepare our incoming Kindergarten children.

Our guidance counselor will foster communication with our feeder middle and high schools to see how we can better prepare their future students while they are here at the elementary level. Administration will monitor teaching to ensure adherence to the district learning maps, thereby providing a smoother transition for students who may leave during the school year. The leadership team will promote posting of graduation years for each current K-5 grade level to encourage students to finish high school.

The administration highly encourages empowering parents to act as advocates for their children. The principal and the Assistant Principal make themselves available to discuss questions and concerns parents have in regards to their children. The guidance counselor reaches out to parents concerning available local resources for students and entire families.

**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.**

N/A

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



N/A

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

N/A

**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.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Using State FSA data we have identified weaknesses in reading proficiency and math proficiency.

### 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.

After examining school based data we have determined that the root cause for the weakness in proficiency is that 25% of the students exiting Kindergarten through 2nd grade are not performing on grade level due to excessive absences.

### 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.** If we decrease excessive absences in grades K-5 from 25% of the student population to 15%, then we will increase student engagement, growth, and proficiency in Reading and Math.
- G2.** Increase parent involvement in all grades K-5
- G3.** Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas.

## 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.** If we decrease excessive absences in grades K-5 from 25% of the student population to 15%, then we will increase student engagement, growth, and proficiency in Reading and Math. 1a

G098008

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	40.0

**Targeted Barriers to Achieving the Goal** 3

- Bus suspension
- Parent support/importance of attending school
- Students in grades 1-5 are not on grade level

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

- MTSS used with fidelity
- Social Worker, Guidance counselor, mentors
- instructional personnel

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

Leadership team will hold monthly MTSS meetings to examine classroom data and determine if intervention(s) are effective

**Person Responsible**

Johnna Bryant

**Schedule**

Monthly, from 9/4/2017 to 5/31/2018

**Evidence of Completion**

Meeting notes and sign in sheets, MTSS documents

**G2. Increase parent involvement in all grades K-5** 1a

G098009

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Parent Involvement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Not all parents speak English
- There is a lack of communication between school and home

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

- ESOL paraprofessionals
- Student agendas

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

Parent contact sheets will be monitored and tracked to show parental involvement during the school year.

**Person Responsible**

Pamela Ward

**Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Attendance sheets and conference logs will be used as evidence

**G3.** Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. 1a

G098010

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Two or More Races	45.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of knowledge of the Florida State Standards
- Lack of structured collaborative planning
- Teachers lack the knowledge of teaching math with manipulatives

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

- School reading coach
- School math coach
- Reading Interventionist
- Principal
- Assistant Principal
- District Reading, Math, and Science Coaches
- Math Consultant

**Plan to Monitor Progress Toward G3.** 8

Monitoring of student achievement will be done through various Progress Monitoring tools and data chats with teachers. i.e. module assessments, STAR math and I Station Math

**Person Responsible**

Diane Rosebrough

**Schedule**

Every 3 Weeks, from 9/27/2016 to 5/31/2017

**Evidence of Completion**

Student achievement data of all progress monitoring

## 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.** If we decrease excessive absences in grades K-5 from 25% of the student population to 15%, then we will increase student engagement, growth, and proficiency in Reading and Math. 1

G098008

**G1.B1** Bus suspension 2

B263543

**G1.B1.S1** Implement effective MTSS (behavior and academic) with fidelity with the guidance of the school Social Worker, Guidance Counselor, Math and Reading Coach, and Administration. 4

S279099

### Strategy Rationale

Collect data to adjust interventions being used. If the child is succeeding in school he/she will want to attend school.

### Action Step 1 5

Implement MTSS with fidelity through biweekly data collection and monthly data meetings with classroom teachers

#### Person Responsible

Johnna Bryant

#### Schedule

Biweekly, from 9/4/2017 to 5/31/2018

#### Evidence of Completion

Data collection, teacher reflection, attendance, sign in sheets, meeting notes

### Action Step 2 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

Gather data (attendance and achievement)

**Person Responsible**

Diane Rosebrough

**Schedule**

Biweekly, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Leadership Team meetings will be conducted in which the data will be examined. Decisions will be made as to the effectiveness of the strategy. Sign in sheets and meeting notes will be documented.

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

Discipline referral data, attendance data, and achievement data will be monitored

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Documentation will be kept on the monthly data and meetings.



**G1.B1.S2** Increase positive relationships with all students and staff. 4

S279100

**Strategy Rationale**

A positive school culture is essential for effective learning to occur.

**Action Step 1** 5

Conduct ongoing PLC sessions on the Growth Mind Set Book with the staff

**Person Responsible**

Elizabeth Munoz

**Schedule**

Monthly, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

PLC agendas

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

Principal will attend the PLC meetings to monitor the implementation

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

PLC sign in sheets and notes

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

Direct observation will be made by the Leadership Team to the overall positive environment created and maintained between the students and the staff.

**Person Responsible**


**Schedule**

Weekly, from 8/3/2017 to 5/30/2018

***Evidence of Completion***

Minutes will be kept of the Leadership Team meetings

**G1.B2** Parent support/importance of attending school **2**

 B263544

**G1.B2.S1** Effectively implement MTSS with fidelity to meet the individual needs of the students. **4**

 S279101

**Strategy Rationale**

Matching correct interventions to student needs is essential to cultivating a positive learning environment.

**Action Step 1** **5**

CHAMPS/Active learning refresher for teachers

**Person Responsible**

Elizabeth Munoz

**Schedule**

Quarterly, from 8/3/2017 to 5/31/2018

***Evidence of Completion***

Meeting notes, sign in sheets, walkthroughs

**Action Step 2** **5**

Conduct Attendance Recognitions for the students

**Person Responsible**

Elizabeth Munoz

**Schedule**

Monthly, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Attendance certificates, celebrations, check in/check out parties

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Collect attendance data daily

**Person Responsible**

Diane Rosebrough

**Schedule**

Daily, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Attendance reports

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

Collect daily attendance data

**Person Responsible**

Diane Rosebrough

**Schedule**

Daily, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

Daily attendance data

**G1.B3** Students in grades 1-5 are not on grade level **2**

 B263545

**G1.B3.S1** Reading Interventionist will work with students in grades K-2 to identify areas of weakness in ELA and remediate. **4**

 S279102

**Strategy Rationale**

If student areas of weaknesses are identified and remediated, student proficiency will increase.

**Action Step 1** **5**

Develop and implement a schedule for the Reading Interventionist to follow work with students in K-2.

**Person Responsible**

Pamela Ward

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Direct observation

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Weekly Leadership Team meetings will be conducted to discuss progress

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 8/18/2017 to 5/25/2018

**Evidence of Completion**

Leadership team agenda and meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Gather and analyze data from ongoing assessments

**Person Responsible**

Ana Jusino-Fraser

**Schedule**

On 5/25/2018

**Evidence of Completion**

Data from STAR, STAR Early Literacy, and I Station will be gathered to determine if student growth is occurring

**G1.B3.S2** Implement extended learning tutoring two days a week after school for struggling students 4

 S279103

**Strategy Rationale**

Students given additional ongoing support and remediation throughout the year will increase their proficiency on the FSA state tests.

**Action Step 1** 5

After initial progress monitoring in August and September identify students with weaknesses and offer after school extended learning opportunities twice a week

**Person Responsible**

Johnna Bryant

**Schedule**

Weekly, from 9/4/2017 to 3/29/2018

**Evidence of Completion**

Data, attendance records of students involved in the extended learning

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Weekly Leadership Team meetings will be used to discuss extended learning

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 10/2/2017 to 3/30/2018

**Evidence of Completion**

Leadership Team agendas and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Analyze the ongoing data of students attending the extended learning program

**Person Responsible**

Johnna Bryant

**Schedule**

On 3/30/2018

**Evidence of Completion**

Data from ongoing progress monitoring: STAR, STAR Early Literacy, I Station

**G2. Increase parent involvement in all grades K-5** 1

G098009

**G2.B1 Not all parents speak English** 2

B263546

**G2.B1.S1 Provide more translation for Spanish speaking parents** 4

S279104

**Strategy Rationale**

Spanish speaking parents will feel more comfortable having content and/or conversations translated into their native language.

**Action Step 1** 5

ESOL paraprofessionals will translate conversations and/or materials into Spanish as needed.

**Person Responsible**

Elizabeth Munoz

**Schedule**

Daily, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Translated items, direct observation

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

We will monitor the strategy by reviewing attendance records for conferences and parent meetings.

**Person Responsible**

Elizabeth Munoz

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Attendance sheets signed by the parent and the ESOL paraprofessional



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

We will track the parent involvement for the year and compare it to last year.

**Person Responsible**

Elizabeth Munoz

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

***Evidence of Completion***

Attendance sheets

**G2.B2** There is a lack of communication between school and home **2**

 B263547

**G2.B2.S1** Purchase student agendas and Wednesday folders to use as a communication tool. **4**

 S279105

**Strategy Rationale**

Students will transport the student agenda back and forth from school to home every day. Parents and teachers will use the agenda as a communication tool.

**Action Step 1** **5**

Purchase student agendas

**Person Responsible**

Diane Rosebrough

**Schedule**

On 7/10/2017

***Evidence of Completion***

Receipt of purchase

**Action Step 2** **5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Place on calendar to purchase student agendas yearly as soon as the school budget is released

**Person Responsible**

Diane Rosebrough

**Schedule**

On 8/7/2017

***Evidence of Completion***

Calendar with reminder to purchase the student agendas

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

Administration will make sure every student has and uses their agenda throughout the year

**Person Responsible**

Diane Rosebrough

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Inventory of agendas and purchase receipts

**G3.** Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. 1

G098010

**G3.B1** Teachers lack of knowledge of the Florida State Standards 2

B263548

**G3.B1.S1** Teachers will continue to deconstruct Florida State Standards before collaborative planning with school-based coaches and administration as needed. 4

S279106

### Strategy Rationale

Teachers need to understand the depth, rigor, and complexity of the standards so they can align all tasks to lesson plans.

### Action Step 1 5

Teachers will bring their deconstructed standards tool to Collaborative Planning to assist with the development of lesson plans.

#### Person Responsible

Johnna Bryant

#### Schedule

Weekly, from 8/30/2016 to 5/30/2017

#### Evidence of Completion

Agenda, sign-in sheet, pre-planning tool, lesson plans

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

Administration/coaches will attend collaborative planning meetings with teachers to provide support as needed.

#### Person Responsible

Elizabeth Munoz

#### Schedule

Weekly, from 8/30/2016 to 5/30/2017

#### Evidence of Completion

Completed pre-planning tool

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

The pre-planning sheet will allow teachers to collaboratively plan lessons aligned to the standards.

**Person Responsible**

Johnna Bryant

**Schedule**

Weekly, from 8/30/2016 to 5/30/2017

***Evidence of Completion***

Lesson plans that meet the full intent of the standards will be checked by administration

**G3.B1.S2** Teachers will continue to collaboratively plan standards based instruction. 4

S279107

### Strategy Rationale

Teachers need to understand what Collaborative Planning looks like so they can work together as a team to plan for standards based instruction. Administration and coaches will provide assistance as needed.

### Action Step 1 5

Teachers will attend collaborative planning training for implementation of 5E lesson plans

#### Person Responsible

Stacey Willis

#### Schedule

Monthly, from 9/15/2016 to 4/27/2017

#### Evidence of Completion

Lesson plans using the 5E tmeplate

### Action Step 2 5

Administration/Coaches will follow-up on delivery of 5E lesson delivery

#### Person Responsible

Johnna Bryant

#### Schedule

Monthly, from 10/20/2016 to 4/27/2017

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Administration will observe implementation of 5E lessons

**Person Responsible**

Diane Rosebrough

**Schedule**

Monthly, from 10/20/2016 to 4/27/2017

**Evidence of Completion**

Lesson plans, Journey evaluations and student data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Student achievement dat will be monitored after every IBTP Module testing

**Person Responsible**

Diane Rosebrough


**Schedule**

Quarterly, from 9/29/2016 to 5/25/2017

**Evidence of Completion**

Student achievement dat will be collected from all progress monitoring tools

**G3.B2** Lack of structured collaborative planning **2**

 B263549

**G3.B2.S1** Teachers will engage in collaborative planning weekly to develop standards-based lessons to enhance student achievement. **4**

 S279108

**Strategy Rationale**

With support and guidance, teachers will plan and deliver standards-based lessons

**Action Step 1** **5**

Teachers will participate in Collaborative Planning Professional Development

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 8/30/2016 to 5/30/2017

**Evidence of Completion**

Agenda, sign-in sheets, reflections

**Action Step 2** **5**

Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based instruction

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 8/30/2016 to 5/25/2017

**Evidence of Completion**

Agenda, sign-in sheet, coaches log, lesson plans, Year schedule



**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Teachers will bring a completed copy of the pre-planning tool and resources to Collaborative Planning. A sign-in sheet and agenda will be utilized at each planning sessions. Administration and coaches will attend the planning sessions.

**Person Responsible**

Johnna Bryant

**Schedule**

Weekly, from 8/30/2016 to 5/30/2017

***Evidence of Completion***

Sign-in sheet, agenda/minutes, lessonplans

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administrators will review plans and provide feedback as needed for Standards Based Instruction.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 9/6/2016 to 5/30/2017

***Evidence of Completion***

Data collected during walkthroughs, documented student evidence

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 8/30/2016 to 6/1/2017

***Evidence of Completion***

Data collected from classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Through Journey Evaluation Process and Coaching walkthrough tool teachers will receive constructive feedback.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Journey Evaluation/Informal Feedback Tool

**G3.B2.S2** Teachers will meet weekly for PLC to develop standards based strategies to enhance student achievement. These strategies would include: Differentiated Instruction, Small groups, tutoring, school-wide grade recovery, Tier 2 and Tier 3 interventions and book study of "The Growth Mindset." 4

S279109

### Strategy Rationale

Teachers will plan and deliver strategies to be used to raise proficiency for all students.

### Action Step 1 5

Teachers will meet during weekly PLCs to plan and discuss different teaching strategies to be used to raise proficiency for all students.

#### Person Responsible

Johnna Bryant

#### Schedule

Weekly, from 9/15/2016 to 5/30/2017

#### Evidence of Completion

Agenda, Sign-in, list of tutoring students, MTSS/Rti list of Tier 2 and Tier 3 Intervention students

### Action Step 2 5

Teachers will participate and apply new teaching strategies using the Growth Mindset.

#### Person Responsible

Elizabeth Munoz

#### Schedule

Weekly, from 9/6/2016 to 5/23/2017

#### Evidence of Completion

Observations conducted by Administration

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Weekly Walk Throughs will be conducted to check for standards based instruction using high yield strategies.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 9/13/2016 to 5/30/2017

***Evidence of Completion***

Coaching notes/feedback and Journey evaluations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Monitoring of student achievement will be done through various Progress Monitoring tools and data chats with teachers.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 8/31/2016 to 5/26/2017

***Evidence of Completion***

Student achievement data of all progress monitoring

**G3.B3** Teachers lack the knowledge of teaching math with manipulatives **2**

 B263550

**G3.B3.S1** Through the use of Title 1 funds we will hire Libby Pollett from bby publications to implement teacher professional development in math instruction. **4**

 S279110

**Strategy Rationale**

Through inservice, practice and support from the school based math coach teachers will gain the knowledge and ability to teach math effectively using manipulatives.

**Action Step 1** **5**

Contract Libby Pollett from bby publications to conduct workshop for the teachers on using math manipulatives

**Person Responsible**

Johnna Bryant

**Schedule**

On 8/11/2017

**Evidence of Completion**

Signed contract, teacher sign in sheets

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** **6**

Administration and school based math coach will conduct weekly walk throughs to document the implementation of the new math learning.

**Person Responsible**

Diane Rosebrough

**Schedule**

Weekly, from 10/16/2017 to 5/30/2018

**Evidence of Completion**

Administrative walk through documents

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Ongoing progress monitoring assessments will be conducted throughout the year to monitor the effectiveness of the math learning

**Person Responsible**

Johnna Bryant




















**Schedule**

Quarterly, from 9/5/2017 to 5/30/2018

***Evidence of Completion***

Data will be collected from STAR math and I Station Math assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A2  A376055	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A3  A376059	[no content entered]		No Start Date		No End Date once
G2.B2.S1.A2  A376064	[no content entered]		No Start Date		No End Date once
G3.B1.S2.MA1  M406646	Administration will observe implementation of 5E lessons	Rosebrough, Diane	10/20/2016	Lesson plans, Journey evaluations and student data	4/27/2017 monthly
G3.B1.S2.A1  A376066	Teachers will attend collaborative planning training for implementation of 5E lesson plans	Willis, Stacey	9/15/2016	Lesson plans using the 5E tmeplate	4/27/2017 monthly
G3.B1.S2.A2  A376067	Administration/Coaches will follow-up on delivery of 5E lesson delivery	Bryant, Johnna	10/20/2016		4/27/2017 monthly
G3.B2.S2.A2  A376071	Teachers will participate and apply new teaching strategies using the Growth Mindset.	Munoz, Elizabeth	9/6/2016	Observations conducted by Administration	5/23/2017 weekly
G3.B2.S1.A2  A376069	Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based...	Rosebrough, Diane	8/30/2016	Agenda, sign-in sheet, coaches log, lesson plans, Year schedule	5/25/2017 weekly
G3.B1.S2.MA1  M406645	Student achievement dat will be monitored after every IBTP Module testing	Rosebrough, Diane	9/29/2016	Student achievement dat will be collected from all progress monitoring tools	5/25/2017 quarterly
G3.B2.S2.MA1  M406651	Monitoring of student achievement will be done through various Progress Monitoring tools and data...	Rosebrough, Diane	8/31/2016	Student achievement data of all progress monitoring	5/26/2017 weekly
G3.B1.S1.MA1  M406643	The pre-planning sheet will allow teachers to collaboratively plan lessons aligned to the standards.	Bryant, Johnna	8/30/2016	Lesson plans that meet the full intent of the standards will be checked by administration	5/30/2017 weekly
G3.B1.S1.MA1  M406644	Administration/coaches will attend collaborative planning meetings with teachers to provide support...	Munoz, Elizabeth	8/30/2016	Completed pre-planning tool	5/30/2017 weekly
G3.B1.S1.A1  A376065	Teachers will bring their deconstructed standards tool to Collaborative Planning to assist with the...	Bryant, Johnna	8/30/2016	Agenda, sign-in sheet, pre-planning tool, lesson plans	5/30/2017 weekly
G3.B2.S1.MA1  M406649	Teachers will bring a completed copy of the pre-planning tool and resources to Collaborative...	Bryant, Johnna	8/30/2016	Sign-in sheet, agenda/minutes, lessonplans	5/30/2017 weekly
G3.B2.S1.MA3  M406650	Administrators will review plans and provide feedback as needed for Standards Based Instruction.	Rosebrough, Diane	9/6/2016	Data collected during walkthroughs, documented student evidence	5/30/2017 weekly
G3.B2.S1.A1  A376068	Teachers will participate in Collaborative Planning Professional Development	Rosebrough, Diane	8/30/2016	Agenda, sign-in sheets, reflections	5/30/2017 weekly
G3.B2.S2.MA1  M406652	Weekly Walk Throughs will be conducted to check for standards based instruction using high yield...	Rosebrough, Diane	9/13/2016	Coaching notes/feedback and Journey evaluations	5/30/2017 weekly
G3.B2.S2.A1  A376070	Teachers will meet during weekly PLCs to plan and discuss different teaching strategies to be used...	Bryant, Johnna	9/15/2016	Agenda, Sign-in, list of tutoring students, MTSS/Rti list of Tier 2 and Tier 3 Intervention students	5/30/2017 weekly
G3.MA1  M406655	Monitoring of student achievement will be done through various Progress Monitoring tools and data...	Rosebrough, Diane	9/27/2016	Student achievement data of all progress monitoring	5/31/2017 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA4 M406648	Through Journey Evaluation Process and Coaching walkthrough tool teachers will receive constructive...	Rosebrough, Diane	9/6/2016	Journey Evaluation/Informal Feedback Tool	5/31/2017 weekly
G3.B2.S1.MA1 M406647	Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.	Rosebrough, Diane	8/30/2016	Data collected from classroom walkthroughs	6/1/2017 weekly
G2.MA1 M406642	Parent contact sheets will be monitored and tracked to show parental involvement during the school...	Ward, Pamela	8/22/2016	Attendance sheets and conference logs will be used as evidence	6/9/2017 quarterly
G2.B1.S1.MA1 M406638	We will track the parent involvement for the year and compare it to last year.	Munoz, Elizabeth	8/22/2016	Attendance sheets	6/9/2017 monthly
G2.B1.S1.MA1 M406639	We will monitor the strategy by reviewing attendance records for conferences and parent meetings.	Munoz, Elizabeth	8/22/2016	Attendance sheets signed by the parent and the ESOL paraprofessional	6/9/2017 monthly
G2.B1.S1.A1 A376062	ESOL paraprofessionals will translate conversations and/or materials into Spanish as needed.	Munoz, Elizabeth	8/22/2016	Translated items, direct observation	6/9/2017 daily
G2.B2.S1.A1 A376063	Purchase student agendas	Rosebrough, Diane	7/10/2017	Receipt of purchase	7/10/2017 one-time
G2.B2.S1.MA1 M406641	Place on calendar to purchase student agendas yearly as soon as the school budget is released	Rosebrough, Diane	8/7/2017	Calendar with reminder to purchase the student agendas	8/7/2017 one-time
G3.B3.S1.A1 A376072	Contract Libby Pollett from bby publications to conduct workshop for the teachers on using math...	Bryant, Johnna	8/11/2017	Signed contract, teacher sign in sheets	8/11/2017 one-time
G1.B3.S2.A1 A376061	After initial progress monitoring in August and September identify students with weaknesses and...	Bryant, Johnna	9/4/2017	Data, attendance records of students involved in the extended learning	3/29/2018 weekly
G1.B3.S2.MA1 M406635	Analyze the ongoing data of students attending the extended learning program	Bryant, Johnna	9/11/2017	Data from ongoing progress monitoring: STAR, STAR Early Literacy, I Station	3/30/2018 one-time
G1.B3.S2.MA1 M406636	Weekly Leadership Team meetings will be used to discuss extended learning	Rosebrough, Diane	10/2/2017	Leadership Team agendas and minutes	3/30/2018 weekly
G1.B1.S2.MA1 M406630	Principal will attend the PLC meetings to monitor the implementation	Rosebrough, Diane	9/5/2017	PLC sign in sheets and notes	5/24/2018 weekly
G1.B1.S2.A1 A376056	Conduct ongoing PLC sessions on the Growth Mind Set Book with the staff	Munoz, Elizabeth	9/5/2017	PLC agendas	5/24/2018 monthly
G1.B3.S1.MA1 M406633	Gather and analyze data from ongoing assessments	Jusino-Fraser, Ana	8/24/2017	Data from STAR, STAR Early Literacy, and I Station will be gathered to determine if student growth is occurring	5/25/2018 one-time
G1.B3.S1.MA1 M406634	Weekly Leadership Team meetings will be conducted to discuss progress	Rosebrough, Diane	8/18/2017	Leadership team agenda and meeting notes	5/25/2018 weekly
G1.B3.S1.A1 A376060	Develop and implement a schedule for the Reading Interventionist to follow work with students in...	Ward, Pamela	8/10/2017	Direct observation	5/30/2018 daily
G2.B2.S1.MA1 M406640	Administration will make sure every student has and uses their agenda throughout the year	Rosebrough, Diane	8/10/2017	Inventory of agendas and purchase receipts	5/30/2018 monthly
G3.B3.S1.MA1 M406653	Ongoing progress monitoring assessments will be conducted throughout the year to monitor the...	Bryant, Johnna	9/5/2017	Data will be collected from STAR math and I Station Math assessments	5/30/2018 quarterly
G3.B3.S1.MA1 M406654	Administration and school based math coach will conduct weekly walk throughs to document the...	Rosebrough, Diane	10/16/2017	Administrative walk through documents	5/30/2018 weekly
G1.B1.S2.MA1 M406629	Direct observation will be made by the Leadership Team to the overall positive environment created...		8/3/2017	Minutes will be kept of the Leadership Team meetings	5/30/2018 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M406637	Leadership team will hold monthly MTSS meetings to examine classroom data and determine if...	Bryant, Johnna	9/4/2017	Meeting notes and sign in sheets, MTSS documents	5/31/2018 monthly
G1.B1.S1.MA1 M406627	Discipline referral data, attendance data, and achievement data will be monitored	Rosebrough, Diane	9/4/2017	Documentation will be kept on the monthly data and meetings.	5/31/2018 weekly
G1.B1.S1.MA1 M406628	Gather data (attendance and achievement)	Rosebrough, Diane	9/4/2017	Leadership Team meetings will be conducted in which the data will be examined. Decisions will be made as to the effectiveness of the strategy. Sign in sheets and meeting notes will be documented.	5/31/2018 biweekly
G1.B1.S1.A1 A376054	Implement MTSS with fidelity through biweekly data collection and monthly data meetings with...	Bryant, Johnna	9/4/2017	Data collection, teacher reflection, attendance, sign in sheets, meeting notes	5/31/2018 biweekly
G1.B2.S1.MA1 M406631	Collect daily attendance data	Rosebrough, Diane	9/4/2017	Daily attendance data	5/31/2018 daily
G1.B2.S1.MA1 M406632	Collect attendance data daily	Rosebrough, Diane	9/4/2017	Attendance reports	5/31/2018 daily
G1.B2.S1.A1 A376057	CHAMPS/Active learning refresher for teachers	Munoz, Elizabeth	8/3/2017	Meeting notes, sign in sheets, walkthroughs	5/31/2018 quarterly
G1.B2.S1.A2 A376058	Conduct Attendance Recognitions for the students	Munoz, Elizabeth	9/4/2017	Attendance certificates, celebrations, check in/check out parties	5/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** If we decrease excessive absences in grades K-5 from 25% of the student population to 15%, then we will increase student engagement, growth, and proficiency in Reading and Math.

### **G1.B1** Bus suspension

**G1.B1.S1** Implement effective MTSS (behavior and academic) with fidelity with the guidance of the school Social Worker, Guidance Counselor, Math and Reading Coach, and Administration.

#### **PD Opportunity 1**

Implement MTSS with fidelity through biweekly data collection and monthly data meetings with classroom teachers

##### **Facilitator**

Guidance, Bryant, Fraser, Administration, Dee Dee Maxwell

##### **Participants**

Instructional staff, Terminal Operator, School Social Worker, Guidance

##### **Schedule**

Biweekly, from 9/4/2017 to 5/31/2018

**G3.** Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas.

### **G3.B3** Teachers lack the knowledge of teaching math with manipulatives

**G3.B3.S1** Through the use of Title 1 funds we will hire Libby Pollett from bby publications to implement teacher professional development in math instruction.

#### **PD Opportunity 1**

Contract Libby Pollett from bby publications to conduct workshop for the teachers on using math manipulatives

##### **Facilitator**

Libby Pollett

##### **Participants**

K-3 teachers

##### **Schedule**

On 8/11/2017

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Implement MTSS with fidelity through biweekly data collection and monthly data meetings with classroom teachers</b>				<b>\$52,914.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	Title, I Part A		\$44,414.00
	5100	310-Professional and Technical Services	0631 - John Snively Elementary	Title, I Part A		\$1,500.00
<i>Notes: Orlando Science center</i>						
	5100	530-Periodicals	0631 - John Snively Elementary	Title, I Part A		\$5,000.00
<i>Notes: Social Studies and Science Weekly</i>						
	5100	510-Supplies	0631 - John Snively Elementary	Title, I Part A		\$2,000.00
<i>Notes: Mountain Math</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>					<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S2.A1</b>	<b>Conduct ongoing PLC sessions on the Growth Mind Set Book with the staff</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B2.S1.A1</b>	<b>CHAMPS/Active learning refresher for teachers</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B2.S1.A2</b>	<b>Conduct Attendance Recognitions for the students</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	510-Supplies	0631 - John Snively Elementary	General Fund		\$2,500.00
<b>6</b>	<b>G1.B2.S1.A3</b>					<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	500-Materials and Supplies	0631 - John Snively Elementary	Title, I Part A		\$0.00
<b>7</b>	<b>G1.B3.S1.A1</b>	<b>Develop and implement a schedule for the Reading Interventionist to follow work with students in K-2.</b>				<b>\$67,154.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	Title, I Part A		\$67,154.00
<b>8</b>	<b>G1.B3.S2.A1</b>	<b>After initial progress monitoring in August and September identify students with weaknesses and offer after school extended learning opportunities twice a week</b>				<b>\$12,551.00</b>

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0631 - John Snively Elementary	Title, I Part A		\$10,000.00
			<i>Notes: Extended Learning</i>			
	5900	510-Supplies	0631 - John Snively Elementary	Title, I Part A		\$2,551.00
			<i>Notes: Extended Learning supplies</i>			
<b>9</b>	<b>G2.B1.S1.A1</b>	<b>ESOL paraprofessionals will translate conversations and/or materials into Spanish as needed.</b>				<b>\$0.00</b>
<b>10</b>	<b>G2.B2.S1.A1</b>	<b>Purchase student agendas</b>				<b>\$1,504.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	370-Communications	0631 - John Snively Elementary	Title, I Part A		\$1,504.00
<b>11</b>	<b>G2.B2.S1.A2</b>					<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	370-Communications	0631 - John Snively Elementary	Title, I Part A		\$400.00
<b>12</b>	<b>G3.B1.S1.A1</b>	<b>Teachers will bring their deconstructed standards tool to Collaborative Planning to assist with the development of lesson plans.</b>				<b>\$0.00</b>
<b>13</b>	<b>G3.B1.S2.A1</b>	<b>Teachers will attend collaborative planning training for implementation of 5E lesson plans</b>				<b>\$0.00</b>
<b>14</b>	<b>G3.B1.S2.A2</b>	<b>Administration/Coaches will follow-up on delivery of 5E lesson delivery</b>				<b>\$21,960.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	Title, I Part A		\$19,784.00
			<i>Notes: Math/Science Coach</i>			
	6400	130-Other Certified Instructional Personnel	0631 - John Snively Elementary	Title, I Part A		\$2,176.00
			<i>Notes: Math/Science Coach</i>			
<b>15</b>	<b>G3.B2.S1.A1</b>	<b>Teachers will participate in Collaborative Planning Professional Development</b>				<b>\$0.00</b>
<b>16</b>	<b>G3.B2.S1.A2</b>	<b>Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based instruction</b>				<b>\$0.00</b>
<b>17</b>	<b>G3.B2.S2.A1</b>	<b>Teachers will meet during weekly PLCs to plan and discuss different teaching strategies to be used to raise proficiency for all students.</b>				<b>\$0.00</b>
<b>18</b>	<b>G3.B2.S2.A2</b>	<b>Teachers will participate and apply new teaching strategies using the Growth Mindset.</b>				<b>\$0.00</b>
<b>19</b>	<b>G3.B3.S1.A1</b>	<b>Contract Libby Pollett from bby publications to conduct workshop for the teachers on using math manipulatives</b>				<b>\$4,000.00</b>

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0631 - John Snively Elementary	Title, I Part A		\$4,000.00
					<b>Total:</b>	<b>\$162,983.00</b>