Gulfside Elementary School

2014-15 School Improvement Plan

Gulfside Elementary School

2329 ANCLOTE BLVD, Holiday, FL 34691

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

KIDS FIRST!
Everything else comes next...

Provide the school's vision statement

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

School Environment

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

Teachers are intentional when it comes to developing social intelligence. This year we are learning more about "classroom meetings" and how we can use that knowledge and time to better build and support our classroom communities. These regular conversations, facilitated by the teacher, not only help children to learn compassion and empathy for one another, but help us to identify those who need more social supports.

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

Our school has become the support hub of our community because of the wrap around assistance we provide children and families - we've established a trusting relationship with those we serve. Our team has established and shared our Core Values which helps to guide our actions and provide accountability to all of us and those we serve.
Teachers work with their students to create a set of classrooms norms that are used to increase engagement and to move learning forward throughout the day. Students are held accountable for their behavior and supported when difficulties arise.
Our school supports open communication so families are invited to talk with us about what's working and what's not so we can all work together to support all students.

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

As a PBIS school we have the following tiered levels of interventions in place that staff members are trained on at the beginning of the school year. Our PBIS committee meets once a month to review the following tiered levels of interventions in place by analyzing data and getting feedback from all grade levels and support staff.
- GSES has three school rules: BE SAFE, BE RESPONSIBLE AND BE RESPECTFUL.
- Each area of the school (cafeteria, recess, hallway, classroom, restroom, music, art, P.E., computer lab, media) all have school-wide expectations that align with the three school rules
- Each teacher is provided an expectations flip chart that is used as a teaching tool and social skills lessons, as well as, posters are hung throughout the school in each of these areas.
- Our Student Assistance Team (guidance counselor, behavior specialist, SSAP teacher, social

worker, AP and Principal) meet weekly to review Student Assistance Team referral forms that teachers fill out for students that need Tier 2 and Tier 3 interventions. The team and teacher determine what interventions the student needs and collaboratively work together to help the student become successful.

- To ensure staff are implementing interventions and re-teaching school-wide expectations, GSES has a form called a Minor Incident Report that is utilized as a tracking tool on what interventions have been tried on the student and as a communication tool between home and school. These forms are collected by behavior specialist and used as data.

- Every teacher has been provided with a behavior flow chart that differentiates what is classroom managed behaviors and what are office managed behaviors.

- Behavior Specialist will hold training throughout the year on Functional Behavioral Assessments and Data Collection, Overview of Applied Behavioral Analysis and Verbal Diffusion.

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

Gulfside offers tiered supports for students social/emotional needs. All students receive daily social skills instruction and monthly guidance lessons. Students needing more supports are offered small group and one on one social skills development from our Behavior Specialist, Guidance Counselor, Social Worker and Graduation Enhancement Teacher.

Our SAT (Student Assistance Team) meets once per week to discuss students who need more behavioral supports. Students are assigned adult mentors and a plan of support is developed with the classroom teacher.

Students who can benefit from a teen mentor are partnered with one through the Big Brother/Big Sister program. Our nearby high school provides us with BIGS.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	11	8	13	4	5	49
One or more suspensions	2	5	1	6	3	7	24
Course failure in ELA or Math	4	6	2	3	1	4	20
Level 1 on statewide assessment	0	0	0	16	16	44	76

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	
Students exhibiting two or more indicators	4	5	2	5	4	11	31

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

Our Student Assistance Team (guidance counselor, behavior specialist, SSAP teacher, social worker, AP and Principal) meet weekly to review Student Assistance Team referral forms that teachers fill out for students that need Tier 2 and Tier 3 interventions. The team and teacher determine what interventions the student needs and collaboratively work together to help the student become successful.
- To ensure staff are implementing interventions and re-teaching school-wide expectations, GSES has a form called a Minor Incident Report that is utilized as a tracking tool on what interventions have been tried on the student and as a communication tool between home and school. These forms are collected by behavior specialist and used as data.
- Every teacher has been provided with a behavior flow chart that differentiates what is classroom managed behaviors and what are office managed behaviors.
- Behavior Specialist will hold training throughout the year on Functional Behavioral Assessments and Data Collection, Overview of Applied Behavioral Analysis and Verbal Diffusion.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

Please see Parent Involvement Plan (PIP).

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

Gulfside has strong ties to our community. This summer we partnered with the YMCA to offer more than 100 students 6 weeks of summer supports through our new Power Scholars program. Students worked with certified teachers to strengthen their reading, math and communication skills. They also participated in high interest enrichment such as photography, STEM, and music along with interesting weekly field trips to the aquarium, Dali museum and the zoo.
Gulfside also partners with One Community Now and Generations Church to provide support for food insecure students through our Pack A Sack program, The churches have also enabled us the support needed to offer after school sports club (soccer, cheerleading and basketball).
Many community organizations such as Am Vets, Metropolitan Ministries, American Legion, Rotary help us with school supplies, clothing, shoes and other students needs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Morris, Lane	Principal
Blersch, Kathy	Teacher, K-12
Just, Julie	Teacher, K-12
Vey, Sue	Teacher, K-12
Kappeler, Danielle	Teacher, K-12
Brown, Bonnie	Teacher, K-12
Nettler, Tracey	Teacher, K-12
Malave, Kelly	Instructional Coach
Jarvis, Melissa	Assistant Principal

Duties

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

The MTSS Leadership team (PLC facilitators) meets 1x per week to: review and reflect on the current school-wide focuses (SIP), student achievement data (adjusts plan as needed), problem solve students needs based on data, determine teacher instructional needs and best practices for job embedded training/coaching (needs assessment) and plan parent awareness workshops. Currently an emphasis is placed on tier level supports: built in school wide structures, how to identify student level of needs, implement support that aligns with the targeted areas and progress monitor student learning gains.
MTSS efforts are built in to weekly grade level PLCs. Weekly grade level PLCs focus on instructional planning and the problem solving process.

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

- PLC Facilitators were hired for each grade level in order to provide on-going teacher support.
- Weekly grade level PLCs (incorporates the five guiding questions and the problem solving process)
- Weekly instructional staff PLCs
- Differentiated PD through the coaching cycling
- Additional support for at risk students
- Weekly Leadership meetings to discuss school wide focuses (SIP): celebration, needs assessment (students and instructional staff), collect and analyze data: problem solving process
- Building capacity of instructional staff's knowledge base of MTSS: why, what, how
Title I, Part A
Title 1 funds will be used to provide additional supports to students and families as follows: additional

teachers to provide academic and behavioral supports, a parent resource center and events to support student learning.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lane Morris	Principal
Marjorie D'Angelo	Teacher
Michelle Hemphill	Education Support Employee
Alicia Holt	Parent
Eve Hosely-Moore	Business/Community
Heather Marlatt	Parent
Mary Peralta	Parent
Maggie Seymore	Parent

Duties

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

Evaluation of last year's school improvement plan

At the beginning of each school year, school leaders provide members of the SAC with an overview of previous school year data and progress made toward meeting SIP goals.

Development of this school improvement plan

SAC offered strategies and suggestions for improving parent involvement, specifically the way we engage parents in their child's life.

Preparation of the school's annual budget and plan

The members of the SAC provide input on ways we use of Title 1 and lottery funds.

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

Parent resource center learning aids and supplies - $600

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Blersch, Kathy	Teacher, K-12
Morris, Lane	Principal
Malave, Kelly	Teacher, K-12
Vey, Sue	Teacher, K-12
Nettler, Tracey	Teacher, K-12
Brown, Bonnie	Teacher, K-12
Just, Julie	Teacher, K-12
Kappeler, Danielle	Teacher, K-12
Jarvis, Melissa	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

1. Planning literacy instruction through the use of the five PLC guiding questions (1. unpacking the CCSS standards for grades K-5 and learning goals, 2. on-going common assessments, learning scales, 3. instructional practices: Marzano's 41 elements, with a focus on high efficiency strategies, 4/ 5. reflect and respond to students).
2. K-5 will focus on progress monitoring of foundational and comprehension skills through the IRLA framework.
3. Continue job embedded professional development with a focus on writing across content areas, as aligned with the CCSS.
4. Strong focus on student conferencing during independent reading

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers will collaborate in grade level PLC's. Facilitators will work with their teams to establish norms to foster a high level of transparency and collaboration. Academic coaches will support teams to ensure intentional planning using the PLC framework with an emphasis on Florida standards and common assessments.

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

1. Administrators use Winocular to recruit HQ teachers.
2. Teachers and staff will work to improve our school climate. We will focus on the areas of morale, trust and professionalism.
3. More frequent recognition will be provided to teachers and staff for their good work and success.
4. Continue providing support to faculty members through job embedded training and learning communities (PLCs). In addition, provide support through coaching cycle. Also, first year teachers are assigned a mentor where they engage in regularly scheduled meetings and professional dialogue.

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

Mentors are chosen based on their previous success serving in that role. Additional Teacher Evaluations occur to allow for additional feedback and coaching opportunities. In addition, the mentor will provide on going support through weekly PLCs and grade level planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher plan units of core instruction using resources that are directly connect to the Florida Standards. Resources supporting instruction includes but are not limited to: Ready Gen, Go Math, IRLA and I Ready.

Instructional Strategies

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

PLCs intentionally plan their instruction for all students, including learners who are low expectancy and learners who perform at an advanced level. Teachers and students use learning scales as a way to monitor the learning. This formative data allows teachers to respond immediately when they see a need for more supports.
PLCs meet weekly to review performance data as a way to determine if students are progressing toward the Florida Standards. Teacher engage in data chats with with instructional coaches and administrators quarterly in an effort to replicate what's working and/or to deploy additional supports as needed.

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: 21,600

An additional hour of reading instruction will be provided to all students.

Strategy Rationale

Students did not perform well on FCAT reading - lowest 300 school

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Morris, Lane, ltmorris@pasco.k12.fl.us

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

DE benchmark data will be collected 4 times per year to monitor progress

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Although we no longer have a headstart or Pre-K program we continue to offer a 4-day Kindergarten camp in the summer to help all students transition.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

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

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.   Create an emotionally and physically safe and secure school

G2.   Ensure delivery of a guaranteed and viable curriculum that ensures that success of all learners

Strategic Goals Detail

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

G1. Create an emotionally and physically safe and secure school 1a

Targets Supported 1b

G059158

Indicator	Annual Target
Attendance rate	91.0
1+ Suspensions Grade 03	1.0
Students in fifth grade exhibiting two or more EWS indicators	2.0
Non-proficient Reading by Grade 03	10.0
Level 1 - All Grades	5.0

Resources Available to Support the Goal 2

- PLC Facilitators

- Master Schedule with common planning time

- Marzano Professional Growth Model

- Academic Coaches

- SSAP and Behavior Specialist

- Positive Behavior Supports

Targeted Barriers to Achieving the Goal 3

- Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school/classrooms responsive to student needs

- Gap of social expectations between home and school

Plan to Monitor Progress Toward G1. 8

Review of behavior and attendance data
Review of targeted students list and progress of students on list
Review of K-2 IRLA data
Progress monitoring of previously scoring Level 1 students

Person Responsible
Lane Morris

Schedule
Biweekly, from 2/2/2015 to 6/3/2015

Evidence of Completion
Minutes from data meetings reviewing behavior, attendance, targeted student progress, and IRLA data.

G2. Ensure delivery of a guaranteed and viable curriculum that ensures that success of all learners `1a`

🔍 G059159

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	50.0
Math Gains	50.0
FSA - Mathematics - Proficiency Rate	50.0
ELA/Reading Gains	50.0
FSA - English Language Arts - Proficiency Rate	50.0
AMO Reading - All Students	63.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal `2`

- Willing staff
- Team Leader coaches and Humanities and Math Coaches
- Regional and State Teams
- Instructional Resources
- Marzano Professional Growth System
- Common planning time

Targeted Barriers to Achieving the Goal `3`

- Inconsistent understanding of FL Standards/inconsistent expectations for student learning
- Inconsistent functioning/effectiveness of PLCs
- Inconsistent use of instructional time

Plan to Monitor Progress Toward G2. `8`

Lesson plans and PLC agendas/minutes will be reviewed.
Data from formative assessments will be reviewed.

Person Responsible
Lane Morris

Schedule
Biweekly, from 2/2/2015 to 6/3/2015

Evidence of Completion
Samples of lesson plans, PLC minutes, Formative data

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. Create an emotionally and physically safe and secure school `1`

🔑 G059158

G1.B1 Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school/classrooms responsive to student needs `2`

🔑 B150558

G1.B1.S1 Students and staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventative, corrective, and supportive interventions `4`

🔑 S162384

Strategy Rationale

Action Step 1 `5`

Provide professional development on MTSS philosophy, practice, and implementation at GSES

Person Responsible

Lane Morris

Schedule

Weekly, from 1/12/2015 to 6/3/2015

Evidence of Completion

PD sign in, agendas

Action Step 2 `5`

Regional, state and school teams will provide job embedded support to teachers to create supportive, safe classroom environments.

Person Responsible

Lane Morris

Schedule

Weekly, from 1/26/2015 to 6/3/2015

Evidence of Completion

Evidence of responsive classrooms will be seen during Morning Meetings and throughout the instructional day.

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

Admin will monitor involvement of staff and students

Person Responsible

Lane Morris

Schedule

Weekly, from 2/2/2015 to 6/3/2015

Evidence of Completion

PLC minutes, data review minutes, student grade level meeting minutes

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

Admin will monitor outcomes of preventative, corrective, and supportive interventions

Person Responsible

Lane Morris

Schedule

Biweekly, from 2/2/2015 to 6/3/2015

Evidence of Completion

minutes of meetings reviewing outcomes--decrease in negative and increase in good outcomes

G1.B2 Gap of social expectations between home and school 2

🔑 B150559

G1.B2.S1 Develop a school wide process of identifying and responding to the needs of students who lack support bridging home and school expectations 4

🔑 S162385

Strategy Rationale

Action Step 1 5

Identify students in need of additional support using EWS data and observational data

Person Responsible

Lane Morris

Schedule

Weekly, from 1/12/2015 to 6/3/2015

Evidence of Completion

Case load of targeted students

Action Step 2 5

Determine necessary supports for targeted students

Person Responsible

Lane Morris

Schedule

Weekly, from 1/30/2015 to 6/3/2015

Evidence of Completion

MTSS minutes to include supports provided

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

Leadership Team will participate in identication process and determination of supports

Person Responsible

Lane Morris

Schedule

Weekly, from 2/2/2015 to 6/3/2015

Evidence of Completion

Feedback loop between Leadership Team and grade level groups

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

EWS data will be reviewed

Person Responsible

Lane Morris

Schedule

Biweekly, from 2/16/2015 to 6/3/2015

Evidence of Completion

On Track, At Risk, and Off Track data will reflect impact of targeted supports

G2. Ensure delivery of a guaranteed and viable curriculum that ensures that success of all learners 1

G059159

G2.B1 Inconsistent understanding of FL Standards/inconsistent expectations for student learning 2

B150560

G2.B1.S1 Emphasize FL Standards and analysis of Tier 1 instruction during PLCs 4

S162386

Strategy Rationale

If we want our students to perform at higher levels then teachers must understand what they want their students to be able to know, understand and do; AND they must have high expectations for all students.

Action Step 1 5

Support teams (regional, state and school) will provide job embedded support to teachers to ensure knowledge and use of standards to create instructional plans.

Person Responsible

Lane Morris

Schedule

Weekly, from 1/26/2015 to 6/3/2015

Evidence of Completion

coaching logs

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

Coaching artifacts, and instructional plans will be reviewed

Person Responsible

Lane Morris

Schedule

Weekly, from 1/19/2015 to 6/3/2015

Evidence of Completion

Standards will be included in instructional plans

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

Tier 1 data will be reviewed for each content area

Person Responsible

Lane Morris

Schedule

Weekly, from 2/2/2015 to 6/3/2015

Evidence of Completion

minutes from data reviews

G2.B2 Inconsistent functioning/effectiveness of PLCs `2`

B150561

G2.B2.S1 Re-implementation/Reset of PLC structures school wide `4`

S162387

Strategy Rationale

Action Step 1 `5`

Create a school wide PLC agenda

Person Responsible

Lane Morris

Schedule

Weekly, from 1/26/2015 to 6/3/2015

Evidence of Completion

minutes of PLC meetings

Action Step 2 `5`

Provide coaching to PLCs

Person Responsible

Lane Morris

Schedule

Weekly, from 1/26/2015 to 6/3/2015

Evidence of Completion

coaching logs

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

Administrators will observe teachers working collaboratively in their PLCs to create rigorous instruction using standards.

Person Responsible

Lane Morris

Schedule

Weekly, from 2/2/2015 to 6/3/2015

Evidence of Completion

PLC minutes and Instructional plans will be collected as evidence of rigorous instruction.

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

PLC self assessment and admin observations of PLCs

Person Responsible

Lane Morris

Schedule

Monthly, from 2/2/2015 to 6/3/2015

Evidence of Completion

self assessment data and observation notes

G2.B3 Inconsistent use of instructional time 2

B150562

G2.B3.S1 Reset of expectations for use of instructional time 4

S162388

Strategy Rationale

Action Step 1 5

Procedures and expectations will be practiced and reinforced (for example: arrival/dismissal procedures, bell to bell teaching, transitions)

Person Responsible

Lane Morris

Schedule

Daily, from 1/19/2015 to 6/3/2015

Evidence of Completion

Walk throughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Admin will conduct walkthroughs

Person Responsible

Lane Morris

Schedule

Weekly, from 1/19/2015 to 6/3/2015

Evidence of Completion

walkthrough notes and feedback loops with instructional staff

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Instructional time will increase

Person Responsible

Lane Morris

Schedule

Weekly, from 1/19/2015 to 6/3/2015

Evidence of Completion

walkthrough data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on MTSS philosophy, practice, and implementation at GSES	Morris, Lane	1/12/2015	PD sign in, agendas	6/3/2015 weekly
G1.B2.S1.A1	Identify students in need of additional support using EWS data and observational data	Morris, Lane	1/12/2015	Case load of targeted students	6/3/2015 weekly
G2.B3.S1.A1	Procedures and expectations will be practiced and reinforced (for example: arrival/dismissal procedures, bell to bell teaching, transitions)	Morris, Lane	1/19/2015	Walk throughs	6/3/2015 daily
G2.B2.S1.A1	Create a school wide PLC agenda	Morris, Lane	1/26/2015	minutes of PLC meetings	6/3/2015 weekly
G2.B1.S1.A1	Support teams (regional, state and school) will provide job embedded support to teachers to ensure knowledge and use of standards to create instructional plans.	Morris, Lane	1/26/2015	coaching logs	6/3/2015 weekly
G1.B1.S1.A2	Regional, state and school teams will provide job embedded support to teachers to create supportive, safe classroom environments.	Morris, Lane	1/26/2015	Evidence of responsive classrooms will be seen during Morning Meetings and throughout the instructional day.	6/3/2015 weekly
G1.B2.S1.A2	Determine necessary supports for targeted students	Morris, Lane	1/30/2015	MTSS minutes to include supports provided	6/3/2015 weekly
G2.B2.S1.A2	Provide coaching to PLCs	Morris, Lane	1/26/2015	coaching logs	6/3/2015 weekly
G1.MA1	Review of behavior and attendance data Review of targeted students list and progress of students on list Review of K-2 IRLA data Progress monitoring of previously scoring Level 1 students	Morris, Lane	2/2/2015	Minutes from data meetings reviewing behavior, attendance, targeted student progress, and IRLA data.	6/3/2015 biweekly
G1.B1.S1.MA1	Admin will monitor outcomes of preventative, corrective, and supportive interventions	Morris, Lane	2/2/2015	minutes of meetings reviewing outcomes--decrease in negative and increase in good outcomes	6/3/2015 biweekly
G1.B1.S1.MA1	Admin will monitor involvement of staff and students	Morris, Lane	2/2/2015	PLC minutes, data review minutes, student grade level meeting minutes	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	EWS data will be reviewed	Morris, Lane	2/16/2015	On Track, At Risk, and Off Track data will reflect impact of targeted supports	6/3/2015 biweekly
G1.B2.S1.MA1	Leadership Team will participate in identication process and determination of supports	Morris, Lane	2/2/2015	Feedback loop between Leadership Team and grade level groups	6/3/2015 weekly
G2.MA1	Lesson plans and PLC agendas/ minutes will be reviewed. Data from formative assessments will be reviewed.	Morris, Lane	2/2/2015	Samples of lesson plans, PLC minutes, Formative data	6/3/2015 biweekly
G2.B1.S1.MA1	Tier 1 data will be reviewed for each content area	Morris, Lane	2/2/2015	minutes from data reviews	6/3/2015 weekly
G2.B1.S1.MA1	Coaching artifacts, and instructional plans will be reviewed	Morris, Lane	1/19/2015	Standards will be included in instructional plans	6/3/2015 weekly
G2.B2.S1.MA1	PLC self assessment and admin observations of PLCs	Morris, Lane	2/2/2015	self assessment data and observation notes	6/3/2015 monthly
G2.B2.S1.MA1	Administrators will observe teachers working collaboratively in their PLCs to create rigorous instruction using standards.	Morris, Lane	2/2/2015	PLC minutes and Instructional plans will be collected as evidence of rigorous instruction.	6/3/2015 weekly
G2.B3.S1.MA1	Instructional time will increase	Morris, Lane	1/19/2015	walkthrough data	6/3/2015 weekly
G2.B3.S1.MA1	Admin will conduct walkthroughs	Morris, Lane	1/19/2015	walkthrough notes and feedback loops with instructional staff	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Create an emotionally and physically safe and secure school

G1.B1 Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school/classrooms responsive to student needs

G1.B1.S1 Students and staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventative, corrective, and supportive interventions

PD Opportunity 1

Provide professional development on MTSS philosophy, practice, and implementation at GSES

Facilitator

Regional Team, Office for PD and School SUpports, and Principal

Participants

staff

Schedule

Weekly, from 1/12/2015 to 6/3/2015

G2. Ensure delivery of a guaranteed and viable curriculum that ensures that success of all learners

G2.B1 Inconsistent understanding of FL Standards/inconsistent expectations for student learning

G2.B1.S1 Emphasize FL Standards and analysis of Tier 1 instruction during PLCs

PD Opportunity 1

Support teams (regional, state and school) will provide job embedded support to teachers to ensure knowledge and use of standards to create instructional plans.

Facilitator

DA Team, SW Regional Team, and Office for PD and School Supports

Participants

instructional staff

Schedule

Weekly, from 1/26/2015 to 6/3/2015

G2.B2 Inconsistent functioning/effectiveness of PLCs

G2.B2.S1 Re-implementation/Reset of PLC structures school wide

PD Opportunity 1

Provide coaching to PLCs

Facilitator

DA Team, SW Regional Team, Office for PD and School Supports

Participants

instructional staff

Schedule

Weekly, from 1/26/2015 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**