

Ben Hill Griffin Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
62%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C | C | B | B |

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.

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>.

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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 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 |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Ben Hill Griffin, Jr. Elementary is to promote learning for all students resulting in responsible, contributing members of society.

Provide the school's vision statement

The Ben Hill Griffin, Jr. Elementary School Vision is an ideal description of our school when all elements are in place to achieve quality and equity in achievement among all students. The vision is based on expertise and knowledge of the staff, coupled with research and best practices in education. The vision is organized around six categories, beginning with Student Achievement and culminating with School Improvement.

School Environment

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

Through our Leadership Team, activities are planned to increase knowledge of the different cultures represented at our school, such as Multicultural Day.

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

On the first day of school administration visits each classroom to offer a warm welcome and instruct students on where to seek assistance of any kind. Also, during the first few weeks of school, teachers provide instruction on the school expectations, which is also frequently reinforced throughout the school year. The principal addresses the student body within the first two weeks of school to outline expectations and consequences for not following those expectations.

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

Our school follows the procedures of the Positive Behavior Support (PBS) program. Also, all staff members are provided inservice on effective classroom management and discipline protocols during pre-planning week.

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

Our school offers a student mentoring program through the Leadership Team as well as community volunteers. Our partnership with the Webber University Basketball Team helps us to provide students with college-aged role models that assist not only with behavioral issues but also provide academic support.

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

The Early Warning System is a district-managed program that sends each school a monthly list of students who qualify in the following areas with one or more indicators:
 -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
 -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 |
|---------------------------------|-------------|----|----|-------|
| | 3 | 4 | 5 | |
| Attendance below 90 percent | 10 | 11 | 16 | 37 |
| One or more suspensions | 1 | 3 | 1 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 2 | 46 | 37 | 85 |

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

| Indicator | Grade Level | | Total |
|--|-------------|---|-------|
| | 3 | 4 | |
| Students exhibiting two or more indicators | 1 | 7 | 8 |

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 (EWS) are provided numerous interventions.
- Attendance: Check-In/Check-Out; Parent Workshop on Importance of Attendance (targeting those students with absences greater than 10%); Lice Treatment Kits were given to parents of students with repeated absences due to lice infestation.
- Suspension: Leadership Mentoring
- Low Academic Performance: Triple I, Mentoring, Reading and Math Interventionists, After-school Tutoring

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196182>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Adopt-a-Class Program is in its sixth year of existence and each year 100% of our classes are adopted by a business or community member. These partners donate \$100 for the teacher to use within their classroom. We communicate with these business partners on a regular basis and invite them to visit their adopted classroom to share their business and community expertise. Their efforts are recognized at our Annual Business Partner Breakfast.
- Our Parent Involvement Paraprofessional plays a pivotal role in fostering our relationships with parents, business partners, and community organizations. She sends home notices for all parent workshops and school events. She organizes and solicits volunteers from the community for our Positive Behavior Support programs. She manages our KidsPACK Club which provides a food backpack for students to take home on the weekend.

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 |
|------------------|--------------------------|
| McGill, Patti | Principal |
| Rodriguez, Linda | Assistant Principal |
| Johnson, Alice | Instructional Technology |
| Loveless, Lori | Other |
| Hatton, Stella | Other |
| Beldin, Mary | Psychologist |

Duties

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

- Patti McGill, Principal, is responsible for the organization of the Tier II Intervention and Enrichment schedule, allotment of materials needed for intervention or enrichment, allotment of time in the daily schedule for teachers to implement Core instruction and Tier II/Tier III interventions and monitoring the fidelity of the intervention and enrichment groups. Ms. McGill is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.
- Linda Rodriguez, Assistant Principal, provides assistance to Ms. McGill for all of the previously mentioned activities. Assistant Principal is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.
- Alice Johnson, network manager, provides the Leadership Team assistance with data management and technological needs, facilitates and problem solves computer-based interventions and programs on campus and provides technical assistance to teachers for Core Instruction. Ms. Johnson is a standing member of the school's Positive Behavior Support Team which facilitates data management

regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

-- Lori Loveless, Reading Interventionist, primarily focuses on the lowest 25% of our student population, assists in organizing and interpreting reading data for all students, facilitates access to reading materials for Tier II interventions, and facilitates access to supplemental reading material for all students.

-- Stella Hatton, Math Coach, assists in providing relevant professional development, standards-aligned resources, provides math materials for Tier II and Tier III interventions, and facilitates access to supplemental math material to our teachers.

-- Mary Beldin, School Psychologist, assists the Leadership Team with data analysis and problem solving student needs, organizes methods for tracking the progress monitoring data of students in Tier II and Tier III interventions, organizes methods for tracking the fidelity of Tier II and Tier III interventions, and acts as a liaison with the Problem Solving Team which facilitates Tier III interventions for students. Ms. Beldin is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

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 Leadership Team reviews the previous year's formative and summative data sources to determine the effectiveness of core instruction and the students in need of intervention. Those functioning in reading below grade level (FCAT Levels 1 and 2) are systematically assigned to Tier II reading interventions based upon the data available and teacher input. All other students are assigned to reading groups designed to enhance and build upon existing reading skills. Both groups meet during the same time period each day. These services are in addition to the 120 minute reading block.

-- On at least a bi-monthly basis, the Leadership Team reviews reading progress monitoring data on all students to determine the effectiveness of the intervention or enrichment group. Changes in assignment to intervention or enrichment group may occur. Additional interventions may be added for students determined to be in need of more support. Support materials are provided to the teachers based upon student need.

For math, the Leadership reviews the data available and determines the lowest 25% of students in need of intervention. Support materials are provided to the teachers and student progress is monitored on at least a bi-monthly basis by the Leadership Team. Additional Tiers of intervention may be added as determined by the data.

Title I, Part A

Title I, Part A, funds school-wide services to Ben Hill Griffin, Jr. Elementary School. 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 Ben Hill Griffin, Jr. Elementary School 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 schools 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.

Two migrant paraprofessionals provide academic support to identified migrant students.

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 Ben Hill Griffin, Jr. Elementary School are used for professional development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our school has two ESOL paraprofessionals who provide academic support to students in the ESOL program.

Title X- Homeless

The Hearth program, funded through Title X, provides support for 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.

Violence Prevention Programs

Ben Hill Griffin, Jr. Elementary School provides violence and drug prevention programs in order to promote a safe school environment. Our school guidance counselor teaches a bullying prevention program (Be Cool) to all incoming third graders and reinforces at the beginning of each year with fourth and fifth graders.

Nutrition Programs

This school is a Community Eligibility Option (CEO) school. All students receive free breakfast and lunch regardless of income.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Patti McGill | Principal |
| Alice Johnson | Teacher |
| Maribel Ortega | Education Support Employee |
| Mary Lou Perez | Education Support Employee |
| Michelle Hutto | Parent |
| Caroline Norris | Business/Community |
| Yolanda McMahon | Business/Community |
| Cindy Gonzalez | Parent |
| Rosa Avellaneda | 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

The SAC will evaluate last year's school improvement plan at the first meeting of the year and will review goals met and goals to be continued into the 2014-2015 school year.

Development of this school improvement plan

At the beginning of the school year, the SAC reviews in detail the school improvement plan and makes suggestions for improvement. Those suggestions are incorporated into the new school improvement plan. The SAC also reviews and offers recommendations for the Parent Involvement Plan.

Preparation of the school's annual budget and plan

The SAC will review the school budget and consider any changes based on the previous year's school performance.

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

N/A

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 |
|--------------------|---------------------|
| McGill, Patti | Principal |
| Rodriguez, Linda | Assistant Principal |
| Loveless, Lori | Other |
| Robarts, Leslie | Paraprofessional |
| Barnhorst, Cynthia | Teacher, K-12 |
| Rhoden, Catalina | Paraprofessional |
| Vogel, Beth | Teacher, ESE |
| Myers, Zina | Teacher, K-12 |
| Elam, Judith | Teacher, K-12 |
| McDonald, Martha | Teacher, K-12 |
| Moreno, Maria | Paraprofessional |

Duties

Describe how the LLT promotes literacy within the school

Provide teacher support on unpacking the Florida Language Arts Standards. Provide support to promote daily independent reading, both in school and out, to develop life-long readers. Provide time to discuss reading instruction and concerns. Offer suggestions to leadership team on management of iii and placement of students in appropriate iii groups.

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

Our teachers are provided with common planning time daily in which they meet at least three times a week to implement the Florida Standards into their cross-curricular lesson planning. Professional Learning Communities also take place during this time to provide grade levels with the tools needed to successfully implement the Florida Standards.

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

1. Encouraging paraprofessionals to obtain a teaching degree.
2. Mentoring new teachers
3. Partnering new teachers with veteran staff.
4. Seek professional development to constantly keep teachers abreast of the latest developments in education.
5. Using the Recruitment and Hiring System (RHS) to recruit applicants from all over the nation in order secure the highest quality teachers.
6. Host local college interns

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

- Pair new teachers with veteran teachers in the same grade level.
- Struggling teachers receive additional support
- Model lessons, provide coverage for classroom to allow teacher observation

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

Teachers are provided in-depth professional development throughout the year on effective implementation of the Florida Standards. Teachers will follow the district-provided learning schedules in order to ensure proper alignment with the Florida Standards.

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

The FAIR assessment will be utilized to monitor student literacy levels, which will help determine Tier II and Tier III intervention placement. Math and Science Formative Assessments will be utilized to monitor student levels, which will help determine Tier II and Tier III intervention placement. Teachers will provide differentiated instruction on a daily basis in their regular classrooms as well as monitor student progress in the Tier II and Tier III intervention groups.

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: 660

Students will be identified through formative assessment and be provided remediation in these areas through small group tutoring.

Strategy Rationale

By providing supplemental instruction students needing additional support will be able to master their grade level standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Linda, linda.rodriguez@polk-fl.net

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

Progress monitoring for program effectiveness will be based on weekly benchmark, FAIR, and Math/Science formative assessments. Teacher feedback will also be considered for evaluative measures.

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

We host a Shadow Day for our feeder school students to tour the school campus and visit teacher classrooms. Our fifth grade students attend an orientation to facilitate the sixth grade transition at the middle school.

Teachers engage in vertical articulation throughout the school year to discuss best practices and standards-aligned instruction.

We collaborate with our feeder school to co-host parent information nights.

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

This section is required for schools with grades 9, 10, 11 or 12.

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.** Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas.

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. Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas. **1a**

G057636

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA - Mathematics - Proficiency Rate | 58.0 |
| FSA - English Language Arts - Proficiency Rate | 55.0 |
| FCAT 2.0 Science Proficiency | 51.0 |

Resources Available to Support the Goal **2**

- Materials: General • FSA Test Item Specifications • CCC Streaming • Grants Reading • Reading Wonders • Accelerated Reader • FCRR • Times Readers • PERC • Spark • Voyager • A-Z • Elements of Reading • Kindles Math • Go Math/Think Central • EduSmart • Math Drills • Math Kits • Moby Max.com • Sumdog.com • Xtra Math.com
- Programs: • After school tutoring • PLC's • Common Planning Time • School-wide iii • Alpha • Parent/Family Nights • Title I Events • Student Mentoring Program
- Personnel: School >> • Leadership Team • Reading & Math Interventionists • Problem-Solving Team • Technology Coaches • Teachers • Paraprofessionals • ESOL • Migrant Services Community>> • Mentors • Volunteers • Teen Trendsetters

Targeted Barriers to Achieving the Goal **3**

- Instructional Focus: • Consistent implementation of standards • Increase higher-order thinking questions/tasks

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

Analyze the Data Wall with Data Chats with Teachers; Walk Through Data

Person Responsible

Patti McGill

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student Performance Score Reports

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. Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas. **1**

 G057636

G1.B1 Instructional Focus: • Consistent implementation of standards • Increase higher-order thinking questions/tasks **2**

 B145892

G1.B1.S1 Provide interactive professional development to teachers to develop a thorough understanding of the Florida Standards and how to apply them to their classroom instruction. **4**

 S158120

Strategy Rationale

Teachers must first understand the Standards before providing instruction to their students.

Action Step 1 **5**

Plan multi-disciplinary professional development for the 2014-2015 school year

Person Responsible

Patti McGill

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Professional Development Calendar; Meeting Sign-In sheets

Action Step 2 5

Develop ELA and Math pacing guides for the 2014-2015 school year

Person Responsible

Patti McGill

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans; Assignment linked to Standard (Pinnacle)

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

Teacher and Staff participation in PLC

Person Responsible

Patti McGill

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Meeting sign-in sheets

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

Classroom Walkthroughs

Person Responsible

Patti McGill

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Journey entries of classroom observations

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

Formative Assessments

Person Responsible

Patti McGill

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student Performance Scores

G1.B1.S2 Increase higher level thinking of all students to align with the expectations of the Florida Standards. 4

 S158121

Strategy Rationale

Teachers can help develop their students' critical thinking skills and apply them to real world situations.

Action Step 1 5

Teachers will develop a performance task aligned to a specific standard to implement in their classroom.

Person Responsible

Patti McGill

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans; Assignment linked to Standard (Pinnacle); Student work posted in classroom

Action Step 2 5

Teachers will reflect on their implementation of the performance activity and share experiences with grade level during PLCs.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work; PLC participation; PLC Sign-in sheets

Action Step 3 5

Reading Interventionist and Math Coach will identify and target students who are under-performing and at risk of not meeting state standards (lowest 25%). The Interventionist will provide small group interventions for targeted students based on data analysis of identified state and district assessments. The Math Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers.

Person Responsible

Patti McGill

Schedule

Daily, from 8/28/2014 to 6/1/2015

Evidence of Completion

Interventionists will complete a daily plan to monitor student attendance, activity, and progress.

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

Teachers will complete follow-up tasks for each professional development offering. Examples of follow-up tasks include collaboratively planning a close reading lesson, calibrating writing scores based on rubrics, and implementing efficient small groups in the classroom. The Leadership Team will monitor and provide constructive feedback.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans (whole group and small group); Classroom observations; Student work samples; Administration/Teacher data chats

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

Student performance on formative assessments will be monitored to measure growth in all subject areas.

Person Responsible

Patti McGill

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student performance scores

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 | Plan multi-disciplinary professional development for the 2014-2015 school year | McGill, Patti | 8/11/2014 | Professional Development Calendar; Meeting Sign-In sheets | 6/5/2015 biweekly |
| G1.B1.S2.A1 | Teachers will develop a performance task aligned to a specific standard to implement in their classroom. | McGill, Patti | 8/25/2014 | Lesson plans; Assignment linked to Standard (Pinnacle); Student work posted in classroom | 6/5/2015 biweekly |
| G1.B1.S1.A2 | Develop ELA and Math pacing guides for the 2014-2015 school year | McGill, Patti | 8/25/2014 | Lesson plans; Assignment linked to Standard (Pinnacle) | 6/5/2015 biweekly |
| G1.B1.S2.A2 | Teachers will reflect on their implementation of the performance | McGill, Patti | 8/25/2014 | Student work; PLC participation; PLC Sign-in sheets | 6/5/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------|-------------------------------|--|--------------------|
| | activity and share experiences with grade level during PLCs. | | | | |
| G1.B1.S2.A3 | Reading Interventionist and Math Coach will identify and target students who are under-performing and at risk of not meeting state standards (lowest 25%). The Interventionist will provide small group interventions for targeted students based on data analysis of identified state and district assessments. The Math Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers. | McGill, Patti | 8/28/2014 | Interventionists will complete a daily plan to monitor student attendance, activity, and progress. | 6/1/2015 daily |
| G1.MA1 | Analyze the Data Wall with Data Chats with Teachers; Walk Through Data | McGill, Patti | 8/25/2014 | Student Performance Score Reports | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Formative Assessments | McGill, Patti | 8/25/2014 | Student Performance Scores | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Teacher and Staff participation in PLC | McGill, Patti | 8/25/2014 | Meeting sign-in sheets | 6/5/2015 biweekly |
| G1.B1.S1.MA3 | Classroom Walkthroughs | McGill, Patti | 8/25/2014 | Journey entries of classroom observations | 6/5/2015 daily |
| G1.B1.S2.MA1 | Student performance on formative assessments will be monitored to measure growth in all subject areas. | McGill, Patti | 9/1/2014 | Student performance scores | 6/5/2015 biweekly |
| G1.B1.S2.MA1 | Teachers will complete follow-up tasks for each professional development offering. Examples of follow-up tasks include collaboratively planning a close reading lesson, calibrating writing scores based on rubrics, and implementing efficient small groups in the classroom. The Leadership Team will monitor and provide constructive feedback. | McGill, Patti | 8/11/2014 | Lesson plans (whole group and small group); Classroom observations; Student work samples; Administration/ Teacher data chats | 6/5/2015 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 Opportunities

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

G1. Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas.

G1.B1 Instructional Focus: • Consistent implementation of standards • Increase higher-order thinking questions/tasks

G1.B1.S1 Provide interactive professional development to teachers to develop a thorough understanding of the Florida Standards and how to apply them to their classroom instruction.

PD Opportunity 1

Plan multi-disciplinary professional development for the 2014-2015 school year

Facilitator

Leadership Team

Participants

Teachers and staff

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

PD Opportunity 2

Develop ELA and Math pacing guides for the 2014-2015 school year

Facilitator

Leadership Team; Teachers

Participants

Teachers and Staff

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

G1.B1.S2 Increase higher level thinking of all students to align with the expectations of the Florida Standards.

PD Opportunity 1

Teachers will develop a performance task aligned to a specific standard to implement in their classroom.

Facilitator

Leadership Team; District Curriculum Specialists

Participants

Teachers and Staff

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|---|----------------|
| Goal 1: Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas. | 126,300 |
| Grand Total | 126,300 |

Goal 1: Teachers will gain understanding of the Florida Standards and be able to develop rigorous tasks aligned with the standards in all content areas.

| Description | Source | Total |
|--|----------------|----------------|
| B1.S1.A1 - Substitutes to provide coverage for teachers participating in professional development | Title I Part A | 1,800 |
| B1.S2.A1 - Supplies for classroom and professional development | Title I Part A | 4,500 |
| B1.S2.A3 - Reading Interventionist and Math Coach | Title I Part A | 90,000 |
| B1.S2.A3 - Title I Parent Involvement Paraprofessional | Title I Part A | 30,000 |
| Total Goal 1 | | 126,300 |