



## High Point Elementary School

5921 150TH AVE N, Clearwater, FL 33760

<http://www.highpoint-es.pinellas.k12.fl.us>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
58%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
70%

### School Grades History

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

### School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

### 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>.

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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
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Educate and prepare each student for college, career and life

##### **Provide the school's vision statement**

100% student success

#### School Environment

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

High Point Elementary will distribute and analyze student surveys for grades k-2 and 3-5 to ensure that students needs are being meet. High Point will place a focus on class meetings for the school year of 2014- 15 where the teachers will use culturally diverse class lesson and literature that builds a strong relationship between students and teachers. The school will provide cultural proficiency professional development and staff recognition monthly. In addition, High Point Elementary is seeking opportunities to involve families in education for English at school and offer translations at all school functions. High Point is working with Hispanic family workshops and offering PD opportunities through ESOL in 2014- 15. Teachers will also implement team meetings in their classroom daily.

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

High Point Elementary teaches and reteaches the Guidelines for Success and School Wide Procedures and Processes school wide within the first ten days of school. The Classroom Rules and Expectations are posted and monitored by the Behavior team walk-throughs, surveys, and data. The site safety team plans and meets monthly to ensure that the school is meeting all safety regulations. Our school is well staffed with highly trained personnel. We follow district and state safety guidelines. High Point Elementary uses a Positive Behavior Support system for students that creates an atmosphere of respectful, responsible, patient and safe behavior.

##### **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**

High Point Elementary provides Positive Office Awards by rewarding positive behavior throughout the school, we have posted Classroom Behavior Expectations, School Wide/Common Area Expectations (Guidelines for Success), ODR (Office Discipline Referral System), Behavior Call Log in office, School Wide Behavior System. Our system procedure includes the following steps:

- ~Warning
- ~In-Class Time Out
- ~Reintroduce to class
- ~Out of Class Time Out
- ~Reintroduce to class (Positive)
- ~A. Parent Contact, B. Student Conference, C. Office Time Out (Teacher's Choice)
- ~Reintroduce to class

~Repeat steps 1-5

~Office referral

The Positive Reward/Recognition Program Established – Develop and implement a school-wide system for recognizing positive behaviors -

1. Positive Office Awards
2. Positive Behavior Events recognizing positive behaviors
3. Staff recognition – Implement a weekly plan of implementation
4. Cafeteria coins for class reward used to reinforce positive behaviors

**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**

High Point Elementary has a Social Worker and School Counselor 5 days/week that can provide our students with counseling and lessons. We also have our School Psychologist 4 days/week. In addition, High Point has one Behavior Coach who assists teachers with behavior strategies in the classroom and Behavior Specialist who attends to students who need more attention to one on one behavior. The counselors provide monthly classroom guidance lessons with a focus on character and any student need based on observation or teacher concern. High Point Elementary is also offering 5,000 Role Models, Girlfriends, Big Brothers/Big Sisters as some mentoring programs for 2014- 15. High Point Elementary has also in the past utilized community programs such as: Toys for Tots, Angel Tree, Community Agencies (Pack a Snack, Clothes to Kids, etc.). In 2014- 15 High Point plans on training Culturally Sensitive Staff Development, Book of the month with a focus on character development and remaining focused on Trauma informed care training for our students.

**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**

Our MTSS, SBLT, and PLC teams will use the data at our first meeting to drive our future meetings and target our students who are on the list of potential early warning indicators such as for academics, attendance, and behavior. We will look at the FCAT data from 2013- 14 and have the quartiles listed to identify our most struggling students and then identify students. We use the Pinellas County Problem, Solving Process in both SBLT and PLC. Teacher reps attend SBLT and then provide minutes and analyze data and problem solve. We look at barriers and identify the problem and action plan around the identified area of concern.

\*2013-2014 attendance was 95.8%

**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	15	1	7	9	4	6	42
One or more suspensions	2	1	0	2	1	4	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	31	21	86
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	4	10	18

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

Jan Richardson's Guided Reading Routine  
 Small group instruction  
 ST Math  
 LLI  
 iStation  
 Neumors  
 Words their Way  
 FCRR Activities  
 Quick Reads  
 Great Leaps

### 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/52301>.

#### **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**

The Family Community Liaison works closely with the school counselor and the social worker to assess family and community needs and obtain resources accordingly through partnerships, district services, and local organizations and churches. These resources include: Big Brothers Big Sisters, 5000 Role Models, Girlfriends, Tail Waggin Tutors, R- Club, Tech Data, JWB, YMCA, State Attorneys Office

### 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
Taylor, Susan	Principal
Robinson, Carrollaine	Assistant Principal
Brackx, Lorol	Instructional Coach
Evancho, Margo	Instructional Coach
Cangemi, Karen	Instructional Coach
Distaula, Shanon	Instructional Coach
Monk, Elizabeth	Guidance Counselor
Koller, Vicki	Attendance/Social Work
Reiss, Karen	Other
Stewart, Karen	Teacher, ESE

### Duties

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

The facilitator/A.P. Ms. Robinson generates the agenda and leads team discussions. The data manager (MTSS-Lorol Brackx) assists team in accessing and interpreting including aggregating/disaggregating the data. The technology or tech-tech brokers technology necessary to manage and display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year. Title I, Part A funds are utilized, in conjunction with various other federal, state, local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including, but not limited to: School and Community Support (Tech Data, GE Aviation, Publix), Teacher and Learning, Assessment, Accountability & Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Onsite coaches collaboratively plan with SBLT, classroom and support staff weekly.

***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***

SBLT members include: Principal, Assistant Principal, Content Area Coaches, Student Support Services, Grade Level Representatives, MTSS/RTI- funded by Title I, Diagnostician, ESOL, ESE, Specialists \* Grade level teachers and specialists will rotate monthly for the SBLT meetings. The facilitator/A.P. Ms. Robinson generates the agenda and leads team discussions. The data manager (MTSS-Lorol Brackx) assists team in accessing and interpreting including aggregating/disaggregating the data. The technology or tech-tech brokers technology necessary to manage and display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Anna Tsambis	Teacher
Susan Taylor	Principal
George Garcia	Business/Community
Antonio and Catina Cooper	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*

SAC meeting was held and data was shared including FCAT data, CELLA, SAT 10, Common Assessments form 2013- 2014. The state with the districts support from the Teaching and Learning department directed the school to implement an extra half hour of reading instruction. High Point was ranked #31- 1800 + in the state in reading scores in 2013- 2014.

*Development of this school improvement plan*

SAC and staff reviews SIP plan in September, gives input, and approves final submission.

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

The approximate budget based on 2013- 2014 budget is \$4,000. All expenditures will be aligned to the SIP for 2014- 2015.

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

Currently, our SAC balance is "0." If money is allotted SAC will support our SIP by purchasing leveled books in grades K-5 to continue our Guided Reading implementation Year 2 goal focusing on informational text.

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

No

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

High Point has always met requirements.

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Taylor, Susan	Principal
Robinson, Carrollaine	Assistant Principal
Cangemi, Karen	Instructional Coach
LaPlante, Joyce	Teacher, K-12
Distaula, Shanon	Instructional Coach
Densler, Karen	Teacher, K-12
Slezak, Brandi	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

Using the data-based Problem Solving Model which includes SBLT the major initiatives of LLT for the 2014-2015 school year will be to support staff professional development in literacy including development of high yield teaching strategies in all content areas based on Florida Standards. A strategic professional development calendar and SBLT calendar will be developed for the 2014-15 school year to include professional development (PD), data analysis, data chats, and data wall. Timeline planned and sustained throughout the 2014-2015 school year. Making student group adjustments as needed.

## 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**

High Point Elementary uses grade level collaborative planning, we have all grade level team located in same area, staff meetings with positives are shared monthly with a KUDOS shared weekly in public folder on server. Dr. Taylor has the weekly newsletter-Taylor Talk. We have weekly grade level PLCs and a monthly teacher recognition through PTA.

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

High Point used the Mentoring programs from district we try to maintain a balanced workload. We provide behavior and curriculum coaching. We have our monthly hospitality (POETS) Teachers receive support in classrooms (Magic Hour, Science, etc.), we provide TDE's, and compensation outside of contracted day for PD.

We are seeking outside experts with global perspective (guest speakers) for professional development and have budgeted for national conferences. Both administrators meet with new teachers on a regular basis.

This includes, but not limited to, observations, feedback, planning, discussing students (data, behavior) etc.,

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

New teachers are matched with grade level mentors by the district trained mentor. Teachers who are chosen exhibit positive leadership qualities and strong content knowledge in specific grade levels. Planned mentoring activities include discussing student data, planning lessons, connecting lessons to content standards, analyzing student work, and modeling or co-teaching.

## 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**

We are using the Florida State Standards and use fidelity checklists during walk throughs. Our reading, math, and science coaches use the coaching model. Administration will observe and monitor daily and feedback will be given. We will use sustained and differentiated professional development provided by our instructional coaches, as district staff and state.

#### 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**

- ~Progress monitoring of individual students/tools
- ~ELL strategies
- ~Research based practices in reading (Guided Reading, LLI, etc.)
- ~Research based practices in math
- ~Matching students' needs to an intervention
- ~Small group

**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:** Extended School Day

**Minutes added to school year:** 5,400

The learning day will be extended daily by 30 minutes for reading through small group instruction, LLI, Jan Richardson's guided reading, iStation, and vocabulary development.

#### **Strategy Rationale**

To increase student proficiency and gains in all content areas

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Taylor, Susan, [taylor@pcsb.org](mailto:taylor@pcsb.org)

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

Progress monitoring by SBLT and Student Services Team will collect and analyze data. Reports will be given monthly at SBLT meetings.

### 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***

Our school welcomes families anytime during the school day.  
Tours are given so families feel comfortable during this transitional period.  
Open House is scheduled before the first day of school for all students.  
Peer mentors are assigned to new students.

### **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***

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

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

***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***

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.
- G2.** Goal #2 If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the proficiency rates.
- G3.**
- G4.**
- G5.**
- G6.**
- G7.**

## 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.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. 1a

G058406

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Money for Professional Development (See Title I budget)
- High Amount of Support Services
- District Wide Training/Professional Development available
- Collaboration with similar population schools in the area/TDE with Eisenhower
- Community Involvement
- Full time reading, math, PBS, and MTSS coaches
- Online lesson planning software program-planbook.com

**Targeted Barriers to Achieving the Goal** 3

- Lack of Alignment for Support Services with Classroom Teacher
- Teachers are in the process of understanding Florida Standards and delivery of instructional practices

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

Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and task, and active student engagement will be observed.

**Person Responsible**

Carrollaine Robinson

**Schedule**

Weekly, from 9/8/2014 to 6/2/2015

**Evidence of Completion**

Data from the following sources: Module Common Assessments (K-5), FAIR FS (3-5), formative and summative assessments, Tier 2 and 3 progress monitoring, walkthroughs, and iObservation

**G2. Goal #2** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the proficiency rates. 1a

G058407

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	56.0

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G3.** 1a

G058408

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

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

Professional Development  
PLC's

**Person Responsible**

**Schedule**

**Evidence of Completion**

PD logs PLC minutes FCAT Scores Report Cards Lesson Plans

G4. 1a

G058409

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Professional Development  
ST Math Training K-5  
Lesson Plans

Person Responsible

Schedule

**Evidence of Completion**

PD Logs PLC Minutes Math FCAT Scores Common Assessments Lesson Plans Atleast 75% completion rate by June 2014

G5. 1a

G058410

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G5. 8

Professional Development, science content implementation in the classroom  
Lesson Plans

Person Responsible

Schedule

**Evidence of Completion**

PD log Formative Assessments Report Cards Lesson Plans Walkthrough Data

G6. 1a

G058411

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

- .

Plan to Monitor Progress Toward G6. 8

Professional Development  
Lesson Plans

Person Responsible

Schedule

*Evidence of Completion*

PD logs FCAT Scores Common Assessments Report Cards Walkthroughs Lesson Plans

G7. 1a

G058412

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- .

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

Daily walkthroughs by administrators and periodic walkthroughs by district staff

Person Responsible

Schedule

*Evidence of Completion*

PD logs Assessment data Report Cards FCAT 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.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. **1**

 G058406

**G1.B1** Lack of Alignment for Support Services with Classroom Teacher **2**

 B148677

**G1.B1.S1** Develop a communication process between instructional and support staff that will align curriculum, data, and instruction. **4**

 S160484

### Strategy Rationale

Communication between instructional and support staff has been a problem. Lack of common planning and PLCs.

### Action Step 1 **5**

ESE and ESOL teachers will meet with instructional staff during PLCs and be invited to data chats with classroom teachers

#### Person Responsible

Carrollaine Robinson

#### Schedule

Weekly, from 9/9/2014 to 6/2/2015

#### Evidence of Completion

Sign in sheets, minutes, and problem solving evidence

**Action Step 2** 5

Weekly school-wide SBLT meetings are attended by grade level and support representatives

**Person Responsible**

Lorol Brackx

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets and minutes from meetings

**Action Step 3** 5

PLC discussions in grade level teams are based on SBLT agendas using the problem solving process

**Person Responsible**

Carrollaine Robinson

**Schedule**

Weekly, from 9/9/2014 to 6/2/2015

**Evidence of Completion**

Sing in sheets, minutes, and problem solving evidence

**Action Step 4** 5

All SBLT minutes are sent out to staff via e mail and posted on the server

**Person Responsible**

Connie Fowler

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Minutes posted in SBLT folder on server

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

Increased communication and collaboration between instructional and support staff

**Person Responsible**

Carrollaine Robinson

**Schedule**

Monthly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***

Lesson plans differentiated for student needs and aligned to standards

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

Alignment of instructional practices and data driven instruction

**Person Responsible**

Susan Taylor

**Schedule**

Weekly, from 9/8/2014 to 6/2/2015

***Evidence of Completion***

Lesson plans which reflect the continuum of the ELA modules, math standards, and science benchmarks

**G1.B4** Teachers are in the process of understanding Florida Standards and delivery of instructional practices **2**

 B148680

**G1.B4.S1** Increase teacher knowledge and delivery of standards based instruction **4**

 S160485

### **Strategy Rationale**

Teachers need to increase their knowledge of standards/benchmarks in order to provide rigorous and engaging standards based instruction

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

Attend site based, ongoing professional development 2-3 times a month based on school-wide trends and teacher needs

#### **Person Responsible**

Carrollaine Robinson

#### **Schedule**

Biweekly, from 9/15/2014 to 5/25/2015

#### **Evidence of Completion**

Sign in sheets and minutes from meetings; walk through; fidelity checklist

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

Participate in district-wide module roll outs

#### **Person Responsible**

Karen Cangemi

#### **Schedule**

Every 6 Weeks, from 9/15/2014 to 5/18/2015

#### **Evidence of Completion**

Lesson plans using planbook.com

**Action Step 3** 5

Participate in weekly grade level collaborative planning sessions with coaches

**Person Responsible**

Carrollaine Robinson

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans using planbook.com

**Action Step 4** 5

Implement standards based lessons developed in collaborative planning sessions with coaches

**Person Responsible**

Susan Taylor

**Schedule**

Weekly, from 9/8/2014 to 6/10/2015

**Evidence of Completion**

Administrative walkthroughs and coaches logs

**Action Step 5** 5

Participate in coaching cycle based on teacher need and/or administrative requests

**Person Responsible**

Susan Taylor

**Schedule**

Biweekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Administrative walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning

**Person Responsible**

Susan Taylor

**Schedule**

Biweekly, from 9/8/2014 to 6/10/2015

**Evidence of Completion**

Administrative walkthroughs and coaches logs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Student Data and Engagement

**Person Responsible**

Carrollaine Robinson

**Schedule**

Biweekly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Common assessment data, FAIR data, student assessment data, formative assessments, MFAS, Cpalms,

**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	ESE and ESOL teachers will meet with instructional staff during PLCs and be invited to data chats with classroom teachers	Robinson, Carrollaine	9/9/2014	Sign in sheets, minutes, and problem solving evidence	6/2/2015 weekly
G1.B4.S1.A1	Attend site based, ongoing professional development 2-3 times a month based on school-wide trends and teacher needs	Robinson, Carrollaine	9/15/2014	Sign in sheets and minutes from meetings; walk through; fidelity checklist	5/25/2015 biweekly
G1.B1.S1.A2	Weekly school-wide SBLT meetings are attended by grade level and support representatives	Brackx, Lorol	9/8/2014	Sign in sheets and minutes from meetings	6/1/2015 weekly
G1.B4.S1.A2	Participate in district-wide module roll outs	Cangemi, Karen	9/15/2014	Lesson plans using planbook.com	5/18/2015 every-6-weeks

**Pinellas - 1811 - High Point Elementary School - 2014-15 SIP**  
*High Point Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	PLC discussions in grade level teams are based on SBLT agendas using the problem solving process	Robinson, Carrollaine	9/9/2014	Sing in sheets, minutes, and problem solving evidence	6/2/2015 weekly
G1.B4.S1.A3	Participate in weekly grade level collaborative planning sessions with coaches	Robinson, Carrollaine	9/8/2014	Lesson plans using planbook.com	5/29/2015 weekly
G1.B1.S1.A4	All SBLT minutes are sent out to staff via e mail and posted on the server	Fowler, Connie	9/8/2014	Minutes posted in SBLT folder on server	6/1/2015 weekly
G1.B4.S1.A4	Implement standards based lessons developed in collaborative planning sessions with coaches	Taylor, Susan	9/8/2014	Administrative walkthroughs and coaches logs	6/10/2015 weekly
G1.B4.S1.A5	Participate in coaching cycle based on teacher need and/or administrative requests	Taylor, Susan	9/15/2014	Administrative walkthroughs	6/5/2015 biweekly
G1.MA1	Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and task, and active student engagement will be observed.	Robinson, Carrollaine	9/8/2014	Data from the following sources: Module Common Assessments (K-5), FAIR FS (3-5), formative and summative assessments, Tier 2 and 3 progress monitoring, walkthroughs, and iObservation	6/2/2015 weekly
G1.B1.S1.MA1	Alignment of instructional practices and data driven instruction	Taylor, Susan	9/8/2014	Lesson plans which reflect the continuum of the ELA modules, math standards, and science benchmarks	6/2/2015 weekly
G1.B1.S1.MA1	Increased communication and collaboration between instructional and support staff	Robinson, Carrollaine	9/8/2014	Lesson plans differentiated for student needs and aligned to standards	6/1/2015 monthly
G1.B4.S1.MA1	Student Data and Engagement	Robinson, Carrollaine	9/15/2014	Common assessment data, FAIR data, student assessment data, formative assessments, MFAS, Cpalms,	5/25/2015 biweekly
G1.B4.S1.MA1	Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning	Taylor, Susan	9/8/2014	Administrative walkthroughs and coaches logs	6/10/2015 biweekly
G2.MA1	[no content entered]			once	
G3.MA1	Professional Development PLC's		PD logs PLC minutes FCAT Scores Report Cards Lesson Plans	once	
G4.MA1	Professional Development ST Math Training K-5 Lesson Plans		PD Logs PLC Minutes Math FCAT Scores Common Assessments Lesson Plans Atleast 75% completion rate by June 2014	once	
G5.MA1	Professional Development, science content implementation in the classroom Lesson Plans		PD log Formative Assessments Report Cards Lesson Plans Walkthrough Data	once	
G6.MA1	Professional Development Lesson Plans		PD logs FCAT Scores Common Assessments	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Report Cards Walkthroughs Lesson Plans		
G7.MA1	Daily walkthroughs by administrators and periodic walkthroughs by district staff		PD logs Assessment data Report Cards FCAT Data	once	

## 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.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

**G1.B4** Teachers are in the process of understanding Florida Standards and delivery of instructional practices

**G1.B4.S1** Increase teacher knowledge and delivery of standards based instruction

### **PD Opportunity 1**

Attend site based, ongoing professional development 2-3 times a month based on school-wide trends and teacher needs

#### **Facilitator**

On site facilitators-various coaches and/or teachers

#### **Participants**

All instructional and support staff

#### **Schedule**

Biweekly, from 9/15/2014 to 5/25/2015

## 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