

Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

The mission of Glenallen Elementary School is to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive.

Provide the school's vision statement

All students will develop intellectually, emotionally, and physically to their highest potential in a safe environment that is stimulating, caring, and supportive. All students, at the end of their elementary education, will have developed the necessary skills to function effectively in the community and meet the challenge of continuing their education into middle school.

School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

As per Title I requirements, all teachers have at least one face-to-face conference with each family per school year where they can share student performance data, information on Title I programs, and the school compact. Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

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

The school follows district guidelines for allowing visitors on campus. Students are aware that all visitors on campus should have a RAPTOR badge. All staff members are expected to welcome and treat students with respect as per the staff handbook. All staff members have been trained in our tier I behavior management plan, CHAMPS.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-wide and grade-level expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. The Code of Student Conduct signed by both student and parent should be referenced. Behavior which is inconsistent with the Code of Student Conduct will be addressed as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

A concerted effort to accentuate the positive and eliminate the negative is a focus of the Glenallen PBS program. The school utilizes a tier I behavior management program called CHAMPS. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.

The Second Steps program is being used to teach social skills to all students. Restorative Circles are

used with ESE cluster classrooms as needed.

Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the PBS team.

All staff members have been trained in CHAMPS and CPI. A schedule is in place to train newly hired teachers, before/aftercare staff members, bus drivers and long-term substitutes on CHAMPS and CPI (when appropriate).

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

The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their IEPs. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons.

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 SWST/CARE process is used to problem solve as a team related to the early warning signs. Interventions are provided by staff members to address concerns in academics, behavior and attendance. Tier II and tier III academic, behavior and attendance intervention progress is monitored regularly. Interventions are reviewed and modified as needed. Communication with families occurs throughout this process.

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	22	12	8	13	8	14	77
One or more suspensions	2	1	2	1	2	12	20
Course failure in ELA or Math	0	2	3	2	0	3	10
Level 1 on statewide assessment	0	0	0	20	19	29	68

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

Indicator	Grade Level		Total
	K	5	
Students exhibiting two or more indicators	1	3	4

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

All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best

meet the needs of students. Results are reviewed regularly and interventions are revised as needed. The SWST/CARE team is used to help problem solve as needed.

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/203985>.

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 school utilizes the district volunteer program and business partner program to solicit support for classrooms and school programs. We actively seek out new volunteers and business partners throughout the school year. A new PTO has been established. This organization works to support the school's programs and goals while providing additional resources to teachers and students throughout the school year.

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:

Name	Title
Archer, Amy	Principal
Drum, Rebecca	Assistant Principal
Blomquist, Linda	Teacher, K-12
Dagan, Davida	Teacher, K-12
Gibson, Debbie	Teacher, K-12
Weber, Kim	Teacher, K-12
Keim, Emily	Teacher, K-12
Houser, Megan	Teacher, K-12
Swedberg, Heidi	Teacher, K-12
Waggoner, Traci	Teacher, K-12
Tirabassi, Andrea	Teacher, K-12

Duties

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

The Glenallen Leadership Team meets monthly to ensure alignment of school resources with each grade level. School-wide trends are discussed and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the CPT Action Plans to enhance student learning.

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

Student performance data and teacher observation is reviewed on an on-going basis. Support is provided during weekly CPTs, staff meetings and monthly leadership meetings. Professional development proposals are submitted to the Title I department and the Executive Director of Elementary Schools for approval. Methods are taken to measure the effectiveness of approved professional development activities.

Title I, Part A

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided to staff members.

Title I, Part C- Migrant

The district provides and supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X Homeless

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Students attending extended learning programs participate in the Supper Club program. An additional meal consisting of a protein, grain, vegetable, fruit and milk is provided daily.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Archer	Principal
Jamisa Chesmond	Education Support Employee
Robyn DiNardi	Parent
Christine Doujar	Parent
Stacy Lenz	Teacher
Myrette Rodney	Business/Community
Sandra Sarakinis	Education Support Employee
Eric Eastes	Business/Community
Elizabeth Dougherty	Education Support Employee
Colleen Norton	Business/Community
Alicia Charbonneau	Teacher
Kelley Hurlburt	Parent
Heidi Warman	Parent
Bertha Acosta	Business/Community
Rene Pikula	Teacher

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 2014-15 student performance data will be reviewed during a SAC meeting.

Development of this school improvement plan

The School Advisory Committee works collaboratively to review the School Improvement Plan presented by administration. All school data and improvement goals are reviewed with the committee for input. Revisions are made based on feedback provided from SAC before being submitted for final approval.

Preparation of the school's annual budget and plan

SAC guidelines are followed when presenting the budget. Proposals for the 2015-16 SAC project will be shared with committee members. After the proposal is approved, a budget will be created and voted upon to support this project.

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

The Glenallen SAC received \$3,348 for the 2014-2015 school year. The SAC members voted to allocate \$700 of their balance to support the Glenallen Student Council. The committee approved \$850 to support the school-wide PBS program and \$1400 was approved to support the Reading Counts program and initiatives.

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:

Name	Title
Archer, Amy	Principal
Garcia, Natalie	Teacher, K-12
Houser, Megan	Teacher, K-12
Shiple, Rebecca	Teacher, K-12
Pikula, Rene	Teacher, K-12
Dagan, Davida	Teacher, K-12
LeFever, Andrea	Teacher, K-12
Huber, Linda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The LLT will also work to find ways to increase students' reading by continuing to implement the Reading Counts plan.

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

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices.

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

Glenallen Elementary uses the SCIP mentoring program to support new teachers. All SCIP mentoring activities will be completed by new staff members with the support of his/her mentor. Documentation will be presented to administration as evidence of completion of this program. Currently, we have fourteen new staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

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

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to 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

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The school utilizes the SWST/ CARE process as directed by Sarasota County Schools.

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: 1,980

Students invited to participate in the Extended Learning Program will be identified through teacher collaboration. Research-based strategies and materials will be used to provide individualized instruction and intervention.

Strategy Rationale

It is expected that when students receive additional instruction from highly effective teachers focused on the core curriculum, we will see an improvement in student achievement as evidenced on common assessments and state standards assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pikula, Rene, rene.pikula@sarasotacountyschools.net

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

Data on student progress will be collected from instructional staff. Student performance data will also be monitored on progress monitoring spreadsheets.

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 plans a Kindergarten Orientation in the spring of each year. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in kindergarten will look like at Glenallen Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in the all academic areas, fine/gross motor skills and adaptive skills. We also provide tours of our facility to better prepare families for the transition. Kindergarten families are asked to complete an articulation card upon enrolling at Glenallen. Information is used to assist with student placement. Glenallen teachers and administrators are participating in the V2K event with the goal of strengthening relationships between local VPK and kindergarten teachers.

Upon enrolling at Glenallen, all parents and students are given a tour of the campus and a brief orientation.

Students exiting our VE Pre-K program that will be placed in general education kindergarten classrooms start to transition to participate with kindergarten students during the last quarter of the school year.

Information is shared with fifth grade families in regards to local middle school programs. Field trips are arranged within our feeder pattern for selected students to explore acceleration programs. Transition meetings are held for fifth grade students at the close of their fifth grade year. Collaboration takes place between our school counselor, ESE liaisons and behavior specialist and their counterparts at the middle school. Information is shared in regards to student of concern, intervention data, etc.

At Glenallen Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) during the first few weeks of school. Based on the screening results and on-going progress monitoring students participate in a challenging, differentiated learning environment.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** By the year 2016, in Reading/Language Arts there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient.
- G2.** By the year 2016, in Mathematics there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient.
- G3.** By the year 2016, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). If student proficiency is 90% or higher a school can maintain or demonstrate an increase in the percent proficient.
- G4.** By the year 2016, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
- G5.** By the year 2016, there will be a reduction in the number of students with chronic absences by 10%.

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. By the year 2016, in Reading/Language Arts there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient. 1a

 G072330

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	67.0

Resources Available to Support the Goal 2

- Site-based Professional Development Trainers, Data Coach, Intervention Block in Master Schedule, Newsletters, After School Tutoring Program, Supplemental Support Staff

Targeted Barriers to Achieving the Goal 3

- Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support

Plan to Monitor Progress Toward G1. 8

Student Performance Data

Person Responsible

Amy Archer

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data, Data Discussion Notes

G2. By the year 2016, in Mathematics there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient. 1a

 G072331

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	65.0

Resources Available to Support the Goal 2

- Site-based Professional Development Trainers, Data Coach, Intervention Block in Master Schedule, Newsletters, After School Tutoring Program, Supplemental Support Staff

Targeted Barriers to Achieving the Goal 3

- Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support New math adoption

Plan to Monitor Progress Toward G2. 8

Student Performance Data

Person Responsible

Amy Archer

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data, Data Discussion Notes

G3. By the year 2016, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). If student proficiency is 90% or higher a school can maintain or demonstrate an increase in the percent proficient. 1a

 G072332

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Science Lab Teacher, District Science Teacher Meetings/Support, Departmentalization for some Grades 4 & 5 classes, FAB Lab, Data Coach, Intervention Block in Master Schedule, Supplemental Support Staff

Targeted Barriers to Achieving the Goal 3

- Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support

Plan to Monitor Progress Toward G3. 8

Review Progress Monitoring Data

Person Responsible

Amy Archer

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student Achievement Data

G4. By the year 2016, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 1a

G072333

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	38.0

Resources Available to Support the Goal 2

- Behavior Specialist, Title I Support Staff, PBS Plan, CHAMPS Program, Second Steps Program, School Counselor, Supplemental Support Staff

Targeted Barriers to Achieving the Goal 3

- Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support,

Plan to Monitor Progress Toward G4. 8

Parents will be more involved with their students and respond appropriately to behavioral concerns.

Person Responsible

Rebecca Drum

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Increased parental support

G5. By the year 2016, there will be a reduction in the number of students with chronic absences by 10%.

1a

G072334

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	90.0

Resources Available to Support the Goal 2

- School Counselor, School Social Worker, Title I Contracted Services Staff Members, Truancy Worker, SWST Team, Attendance Intervention Support

Targeted Barriers to Achieving the Goal 3

- Families in transition, Teacher understanding of the MTSS Attendance Process, Discipline Actions (suspensions) that impact attendance, Families lack of understanding about the impact of chronic absenteeism on student achievement

Plan to Monitor Progress Toward G5. 8

Administration will review attendance data to look for trends and patterns. Discussions will be held with school counselor, social worker and teachers based on the data.

Person Responsible

Rebecca Drum

Schedule

Monthly, from 9/30/2015 to 5/13/2016

Evidence of Completion

Attendance 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. By the year 2016, in Reading/Language Arts there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient. **1**

 G072330

G1.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support **2**

 B188581

G1.B1.S1 Provide ongoing training on LAFS and district created Instructional Focus Guide resources. Provide ongoing support with the implementation of the Reading Wonders curriculum. Use SCIP Mentors to provide additional support to new teachers. **4**

 S200040

Strategy Rationale

Teachers will need time to collaborate to deeply understand the Florida Standards and to master high yield instructional strategies, and become familiar with the resources available to them.

Action Step 1 **5**

Provide training on: effective implementation of the LAFS, high yield instructional strategies

Person Responsible

Andrea Tirabassi

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Logs, Glenallen Professional Development Plan

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

Review and participate in site-based trainings

Person Responsible

Andrea Tirabassi

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Action Logs, Professional Development Agendas

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the LAFS

Person Responsible

Amy Archer

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes

G1.B1.S2 School to provide high quality support to parents to enhance home to school communication. Provide support to families through the use of newsletters, agenda books and parental involvement trainings. 4

 S200041

Strategy Rationale

Families need support with effective strategies to support their child/ren.

Action Step 1 5

ELA strategies and data shared with families

Person Responsible

Andrea Tirabassi

Schedule

Weekly, from 9/18/2015 to 5/27/2016

Evidence of Completion

Weekly Newsletters, Parental Involvement Events

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

Review of Strategies and Data for Newsletters

Person Responsible

Rebecca Drum

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

Strategies and data will be cross referenced for accuracy.

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

Monitor amount of families receiving the newsletters and participating in Parental Involvement activities

Person Responsible

Amy Archer

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Data collected to review readership levels

G2. By the year 2016, in Mathematics there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient. 1

G072331

G2.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support New math adoption 2

B188582

G2.B1.S1 Provide ongoing training on MAFS and district created Instructional Focus Guide resources at CPTs. Provide ongoing support with the implementation of the Go Math curriculum. Use SCIP Mentors to provide additional support to new teachers. 4

S200042

Strategy Rationale

Teachers will need time to collaborate to deeply understand the Florida Standards and to master high yield instructional strategies, and become familiar with the resources available to them.

Action Step 1 5

Provide training on: effective implementation of the MAFS, high yield instructional strategies

Person Responsible

Andrea Tirabassi

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Logs, Glenallen Professional Development Plan

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

Review and participate in site-based trainings

Person Responsible

Andrea Tirabassi

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Action Logs, Professional Development Agendas

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the MAFS

Person Responsible

Amy Archer


Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data Discussion Notes, CPT Action Logs

G2.B1.S2 School to provide communication and support to families through the use of newsletters, agenda books and parental involvement trainings. 4

 S200043

Strategy Rationale

Families need support with effective strategies to support their child/ren.

Action Step 1 5

Math strategies and data shared with families

Person Responsible

Andrea Tirabassi

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Weekly Newsletters, Parental Involvement Events

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review of Strategies and Data for Newsletters

Person Responsible

Rebecca Drum

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Strategies and data will be cross referenced for accuracy.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor amount of families receiving the newsletters and participating in Parental Involvement activities

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data collected to review readership levels

G3. By the year 2016, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). If student proficiency is 90% or higher a school can maintain or demonstrate an increase in the percent proficient. 1

G072332

G3.B1 Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support 2

B188583

G3.B1.S1 Provide training on inquiry based instruction through a co-teaching model in the science lab; Provide time for collaboration among science teachers to share best practices 4

S200044

Strategy Rationale

Teachers can collaborate and learn from each other in order to improve their instructional practices.

Action Step 1 5

Collaborative Planning Times and professional development in the area of science

Person Responsible

Tracy Rainey

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

CPT Action Logs, Professional Development Presentations

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

Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers

Person Responsible

Tracy Rainey

Schedule

Monthly, from 9/15/2014 to 6/3/2016

Evidence of Completion

CPT Action Logs, Classroom observations

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes

Person Responsible

Amy Archer

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student Achievement Data, CPT Action Logs

G4. By the year 2016, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 1

G072333

G4.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support, 2

B188584

G4.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS and CPI training and review PBS plan with all staff, PBS Recognition Program, communicate school-wide behavior data through e-mail, provide supplemental instructional and guidance support. 4

S200045

Strategy Rationale

Teachers will be provided support and training to implement the tier I PBS plan as well as tier II and III behavioral interventions, as necessary. Teachers will continue to recognize appropriate behaviors by reinforcing them with all students. Appropriate training and implementation of PBS programs will reduce the number of students receiving suspensions.

Action Step 1 5

Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Person Responsible

Stacey Cheeseman

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Preplanning week schedule, CPT meeting notes, Glenallen Professional Development Plan, MTSS Behavior intervention data, organized recognition events

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Discipline data will be analyzed monthly

Person Responsible

Stacey Cheeseman

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting notes, Discipline Data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will meet with Behavior Specialist to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral reduction, staff, student, and parent feedback will also be monitored.

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting notes, discipline data

G4.B1.S2 A parent training will be provided to selected families. 4

S200046

Strategy Rationale

Families need support with parenting skills.

Action Step 1 5

A parent training will be provided to selected families.

Person Responsible

Stacey Cheeseman

Schedule

Monthly, from 1/12/2016 to 3/22/2016

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review Parental Participation in trainings

Person Responsible

Stacey Cheeseman

Schedule

Evidence of Completion

Parental Feedback

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review Parental Participation in trainings

Person Responsible

Stacey Cheeseman

Schedule

Evidence of Completion

Parental Feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Review Parental Training Feedback

Person Responsible

Schedule

Evidence of Completion

Agendas, Discipline Data

G5. By the year 2016, there will be a reduction in the number of students with chronic absences by 10%. 1

 G072334

G5.B1 Families in transition, Teacher understanding of the MTSS Attendance Process, Discipline Actions (suspensions) that impact attendance, Families lack of understanding about the impact of chronic absenteeism on student achievement 2

 B188585

G5.B1.S1 Review of attendance data and trends twice per quarter, attendance groups, support provided to staff members on the MTSS process as related to attendance, attendance letters mailed home to families, use of school social worker, truancy worker and SWST team to assist with attendance 4

 S200047

Strategy Rationale

Students need to be present at school to learn.

Action Step 1 5

Student attendance reports will be reviewed and parent contact will be made for students exhibiting trends toward chronic absenteeism twice per marking period

Person Responsible

Lauren Morales

Schedule

Monthly, from 9/30/2015 to 5/13/2016

Evidence of Completion

Attendance Reports and letters

Action Step 2 5

Attendance Groups and Mentoring

Person Responsible

Lauren Morales

Schedule

Weekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

MTSS Portfolios, Attendance Reports

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

MTSS attendance portfolios will be monitored and students will be recognized for attendance success/improvements

Person Responsible

Lauren Morales

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

MTSS Attendance Portfolios, Quarterly Awards Assemblies

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Support and/or training will be provided to staff members on MTSS attendance interventions as needed, Students will be added or removed from attendance groups as needed

Person Responsible

Lauren Morales

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

MTSS Attendance Portfolios

Appendix 1: Implementation Timeline

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

Sarasota - 0461 - Glenallen Elementary School - 2015-16 SIP
Glenallen 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.A1	Provide training on: effective implementation of the LAFS, high yield instructional strategies	Tirabassi, Andrea	8/24/2015	CPT Logs, Glenallen Professional Development Plan	6/3/2016 monthly
G1.B1.S2.A1	ELA strategies and data shared with families	Tirabassi, Andrea	9/18/2015	Weekly Newsletters, Parental Involvement Events	5/27/2016 weekly
G2.B1.S1.A1	Provide training on: effective implementation of the MAFS, high yield instructional strategies	Tirabassi, Andrea	8/24/2015	CPT Logs, Glenallen Professional Development Plan	6/3/2016 monthly
G2.B1.S2.A1	Math strategies and data shared with families	Tirabassi, Andrea	9/14/2015	Weekly Newsletters, Parental Involvement Events	5/27/2016 weekly
G3.B1.S1.A1	Collaborative Planning Times and professional development in the area of science	Rainey, Tracy	9/14/2015	CPT Action Logs, Professional Development Presentations	6/3/2016 weekly
G4.B1.S1.A1	Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.	Cheeseman, Stacey	8/24/2015	Preplanning week schedule, CPT meeting notes, Glenallen Professional Development Plan, MTSS Behavior intervention data, organized recognition events	6/3/2016 weekly
G4.B1.S2.A1	A parent training will be provided to selected families.	Cheeseman, Stacey	1/12/2016	Agendas	3/22/2016 monthly
G5.B1.S1.A1	Student attendance reports will be reviewed and parent contact will be made for students exhibiting trends toward chronic absenteeism twice per marking period	Morales, Lauren	9/30/2015	Attendance Reports and letters	5/13/2016 monthly
G5.B1.S1.A2	Attendance Groups and Mentoring	Morales, Lauren	9/30/2015	MTSS Portfolios, Attendance Reports	6/3/2016 weekly
G1.MA1	Student Performance Data	Archer, Amy	8/24/2015	Progress Monitoring Data, Data Discussion Notes	6/3/2016 semiannually
G1.B1.S1.MA1	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the LAFS	Archer, Amy	8/24/2015	Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes	6/3/2016 monthly
G1.B1.S1.MA1	Review and participate in site-based trainings	Tirabassi, Andrea	8/24/2015	CPT Action Logs, Professional Development Agendas	6/3/2016 quarterly
G1.B1.S2.MA1	Monitor amount of families receiving the newsletters and participating in Parental Involvement activities	Archer, Amy	10/26/2015	Data collected to review readership levels	6/3/2016 quarterly
G1.B1.S2.MA1	Review of Strategies and Data for Newsletters	Drum, Rebecca	9/14/2015	Strategies and data will be cross referenced for accuracy.	5/27/2016 daily
G2.MA1	Student Performance Data	Archer, Amy	8/24/2015	Progress Monitoring Data, Data Discussion Notes	6/3/2016 semiannually
G2.B1.S1.MA1	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the MAFS	Archer, Amy	8/24/2015	Data Discussion Notes, CPT Action Logs	6/3/2016 monthly
G2.B1.S1.MA1	Review and participate in site-based trainings	Tirabassi, Andrea	8/24/2015	CPT Action Logs, Professional Development Agendas	6/3/2016 monthly
G2.B1.S2.MA1	Monitor amount of families receiving the newsletters and participating in Parental Involvement activities	Archer, Amy	8/24/2015	Data collected to review readership levels	6/3/2016 quarterly
G2.B1.S2.MA1	Review of Strategies and Data for Newsletters	Drum, Rebecca	9/14/2015	Strategies and data will be cross referenced for accuracy.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Review Progress Monitoring Data	Archer, Amy	8/24/2015	Student Achievement Data	6/3/2016 monthly
G3.B1.S1.MA1	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes	Archer, Amy	8/24/2015	Student Achievement Data, CPT Action Logs	6/3/2016 monthly
G3.B1.S1.MA1	Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers	Rainey, Tracy	9/15/2014	CPT Action Logs, Classroom observations	6/3/2016 monthly
G4.MA1	Parents will be more involved with their students and respond appropriately to behavioral concerns.	Drum, Rebecca	8/24/2015	Increased parental support	6/3/2016 monthly
G4.B1.S1.MA1	Administration will meet with Behavior Specialist to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral reduction, staff, student, and parent feedback will also be monitored.	Archer, Amy	8/24/2015	Meeting notes, discipline data	6/3/2016 quarterly
G4.B1.S1.MA1	Discipline data will be analyzed monthly	Cheeseman, Stacey	8/24/2015	Meeting notes, Discipline Data	6/3/2016 monthly
G4.B1.S2.MA1	Review Parental Training Feedback		1/12/2016	Agendas, Discipline Data	monthly
G4.B1.S2.MA1	Review Parental Participation in trainings	Cheeseman, Stacey	Parental Feedback	one-time	
G4.B1.S2.MA1	Review Parental Participation in trainings	Cheeseman, Stacey	Parental Feedback	one-time	
G5.MA1	Administration will review attendance data to look for trends and patterns. Discussions will be held with school counselor, social worker and teachers based on the data.	Drum, Rebecca	9/30/2015	Attendance Data	5/13/2016 monthly
G5.B1.S1.MA1	Support and/or training will be provided to staff members on MTSS attendance interventions as needed, Students will be added or removed from attendance groups as needed	Morales, Lauren	8/24/2015	MTSS Attendance Portfolios	6/3/2016 every-3-weeks
G5.B1.S1.MA1	MTSS attendance portfolios will be monitored and students will be recognized for attendance success/improvements	Morales, Lauren	8/24/2015	MTSS Attendance Portfolios, Quarterly Awards Assesmblies	6/3/2016 monthly

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. By the year 2016, in Reading/Language Arts there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient.

G1.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support

G1.B1.S1 Provide ongoing training on LAFS and district created Instructional Focus Guide resources. Provide ongoing support with the implementation of the Reading Wonders curriculum. Use SCIP Mentors to provide additional support to new teachers.

PD Opportunity 1

Provide training on: effective implementation of the LAFS, high yield instructional strategies

Facilitator

Administration Title I Teachers General Education Teachers District Curriculum Specialists
Consultant(s)

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. By the year 2016, in Mathematics there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) If student proficiency rate is 90% or higher, the school can maintain or demonstrate an increase in the percent proficient.

G2.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support New math adoption

G2.B1.S1 Provide ongoing training on MAFS and district created Instructional Focus Guide resources at CPTs. Provide ongoing support with the implementation of the Go Math curriculum. Use SCIP Mentors to provide additional support to new teachers.

PD Opportunity 1

Provide training on: effective implementation of the MAFS, high yield instructional strategies

Facilitator

Administration Title I Teachers General Education Teachers District Curriculum Specialists
Consultant(s)

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G3. By the year 2016, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). If student proficiency is 90% or higher a school can maintain or demonstrate an increase in the percent proficient.

G3.B1 Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support

G3.B1.S1 Provide training on inquiry based instruction through a co-teaching model in the science lab; Provide time for collaboration among science teachers to share best practices

PD Opportunity 1

Collaborative Planning Times and professional development in the area of science

Facilitator

Science Teacher, District Curriculum Specialist

Participants

Instructional Staff

Schedule

Weekly, from 9/14/2015 to 6/3/2016

G4. By the year 2016, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

G4.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support,

G4.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS and CPI training and review PBS plan with all staff, PBS Recognition Program, communicate school-wide behavior data through e-mail, provide supplemental instructional and guidance support.

PD Opportunity 1

Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Facilitator

Stacey Cheeseman

Participants

New staff members and other selected staff members

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G4.B1.S2 A parent training will be provided to selected families.

PD Opportunity 1

A parent training will be provided to selected families.

Facilitator

Stacey Cheeseman & Alicia Charbonneau

Participants

Selected Families

Schedule

Monthly, from 1/12/2016 to 3/22/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide training on: effective implementation of the LAFS, high yield instructional strategies				\$218,442.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$218,442.00
			Notes: Data Coach (\$23,510) ELA PD Coach (\$33,720) Supplemental Materials (\$10,000) Intervention Teacher (\$33,372) (\$20,000) Contracts/Substitutes (\$13,333) instructional Strategies Trainings (\$1368) Consultant (\$2266) ESE Intervention Resource Teacher (\$58,373) Professional Development (\$2500) After School Tutoring Program (\$20,000)			
2	G1.B1.S2.A1	ELA strategies and data shared with families				\$12,371.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$12,371.00
			Notes: Parental Involvement-agendas, newsletters, staff support, consumables, etc. (\$12,371)			
3	G2.B1.S1.A1	Provide training on: effective implementation of the MAFS, high yield instructional strategies				\$219,871.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$219,871.00
			Notes: Data Coach (\$23,510) PD Coach (\$28,373) Intervention Teacher (\$28,373) Instructional Strategies Trainings (\$1367) Supplemental Materials (\$10,000) Consultant (\$2266) After School Tutoring Program (\$20,000) ESE Intervention Resource Support (\$59,316) Contracts/Substitutes (\$13,333) (\$20,000)			
4	G2.B1.S2.A1	Math strategies and data shared with families				\$12,372.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$12,372.00
			Notes: Parental Involvement-agendas, newsletters, staff support, consumables, etc. (\$12,372)			
5	G3.B1.S1.A1	Collaborative Planning Times and professional development in the area of science				\$49,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0461 - Glenallen Elementary School	Title I Part A		\$49,110.00
			<i>Notes: Data Coach (\$23,510) Consultant (\$2266) Supplemental Materials (\$10,000) Contracts/Substitutes (\$13,334)</i>			
6	G4.B1.S1.A1	Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.				\$93,919.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$93,919.00
			<i>Notes: Behavior teacher (\$56,970) Contracted Services, Behavior Support (\$36,949)</i>			
7	G4.B1.S2.A1	A parent training will be provided to selected families.				\$630.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$630.00
			<i>Notes: Parent Training (\$630)</i>			
8	G5.B1.S1.A1	Student attendance reports will be reviewed and parent contact will be made for students exhibiting trends toward chronic absenteeism twice per marking period				\$0.00
9	G5.B1.S1.A2	Attendance Groups and Mentoring				\$36,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Glenallen Elementary School	Title I Part A		\$36,950.00
			<i>Notes: Contracted Services-Supplemental Counseling and Attendance Group Support (\$36,950)</i>			
					Total:	\$643,665.00