Griffin Elementary School

2015-16 School Improvement Plan

Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

http://schools.polk-fl.net/griffin

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	F	D

*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 is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Focus	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission: To provide a high quality education for all students.

Provide the school's vision statement

Every Griffin student will be prepared for success in middle school, high school, college or career after graduation.

School Environment

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

Relationships are built through the implementation of our school-wide Positive Behavior Support program. Teachers interact with students using a positive approach and with a attitude of caring and concern. Teachers are also encouraged to build connections with students from administration. Griffin staff and students learn about our various cultures through our Cultural Diversity night program. Parents, students and staff participate to create performances and displays showing the different cultures represented in our school. Clothing, food, pictures and artifacts are on display for others to visit and sample. Many parents give short presentations to each group as they visit the various displays.

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

Griffin stresses the four main statements of our Positive Behavior Support program:
~ Show respect
~ On task
~ Accountable
~ Realize My Potential
SOARing to Success!!!
Each of these positive statements are taught and modeled. Students learn the expected behaviors in all areas of the campus including the bus ride to and from school and also across each area of campus. Griffin has expectations specifically targeted to each area and tied directly to the positive statements.

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

Griffin staff members are trained during pre-planning with followup sessions during PLCs on the Positive Behavior Support program and it is the expectation that each teacher/staff member utilize its components with fidelity. Expectations are visible and posted on campus and in every classroom. The program includes a specific protocols for behaviors that includes a process flow chart to guide staff members in decision making. Students earn behavior bucks daily as an incentive and positive rewards/celebrations are planned to keep students motivated.

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

Teachers are provided with lesson plans from Positive Behavior Supports (PBS) that are tied to the school-wide expectations. The lesson plans address various social skills that are taught and modeled through daily lessons. Students have an opportunity to practice the social skills within the classroom community as well as throughout the campus.
The School Psychologist provides small group social skills lessons for targeted students needing additional support. Members of the PBS team work with students who have been identified as having academic and behavioral needs. Students check in and out with their mentor on a daily basis to set goals and discuss their progress.
Individual counseling is provided for students who require more intensive support.

Early Warning Systems

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

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

Polk County Schools' Early Warning System (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports to school administrators, teachers, school counselors of identified students who are off track and need more intensive supports. In addition to demographics, the reports include GPA, course failures, attendance, tardy information, in-school suspensions and out of school suspensions.
The system monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for promotion. We examine our data with the leadership team to make necessary adjustments to instructional strategies and other supports for students.

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	9	12	17	14	16	8	76
One or more suspensions	0	9	5	18	12	12	56
Course failure in ELA or Math	0	12	6	15	1	0	34
Level 1 on statewide assessment	0	0	0	0	0	0	
Lowest ELA FSA Quintile	0	0	0	32	0	0	32

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	10	5	10	4	5	34

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

Griffin utilizes:
- MTSS (academics and behavior) data is utilized over time to inform instruction and/or behavior interventions matched to student neeeds.
- Attendance Manager monitors tardies and attendance, shedules meetings with parents of targeted students to address attendance concerns/issues.
- Teacher and Administration contact to parents of students with three or more absences in a week.
- Hour of Power (intensive reading intervention instruction)
- Reading Interventionist provides additional reading support with small groups
- Guidance and School Psychologist provides social skills through small group behavioral support, targeting specific areas of need.

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/195808.

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

Through partnerships with the local community, Griffin is able to secure and utilize resources to support the school and student achievement. Our partnerships include, but are not limited to: Publix at Town and Country Square, Pepperidge Farm, Elk Lodge of Lakeland, and Lions Club of Kathleen.
In addition to these partnerships, Olive Garden, Tapatio's, Wal-Mart, Publix at Town and Country Square and Beef O'Brady's sponsor Griffin's annual Diversity program.

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
Missouri, Dedra	Psychologist
Strong, Terry	Principal
Durham, Tangela	Assistant Principal
Osgood, Shanda	Instructional Coach
Betz, Morag	Instructional Coach
James, Krystal	Instructional Coach
Brown, Janel	Other

Duties

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

Terry R. Strong (Principal) -
Tangela Durham (Assistant Principal) -
Janel Brown - title 1/parent involvement facilitator, small group literacy interventionist - provides diagnostic assessments, collects and analyzes data, identifies appropriate supplemental resources to meet students' needs, conducts differentiated small groups based on data for intensive interventions (Guidance Counselor) - monitors MTSS academic and behavioral progress and supports, pulls small groups for social skills and individual counseling throughout the school year, meets with teachers on a monthly basis to discuss progress monitoring and interventions
Morag Betz (Science Coach) - provides teachers with support through collaborative planning, instructional support through modeling, provides teacher with materials, resources, researching non-fiction texts to support the standards
Shanda Osgood (Reading Coach) - facilitates professional development, modeling standards-based instruction, collaborative planning support, gather resources for teachers, research to ensure teachers are meeting the needs of the Florida Standards
Krystal James (Math Coach) - facilitates professional development, modeling standards-based instruction, collaborative planning support, gather resources for teachers, research to ensure teachers are meeting the needs of the Florida Standards
Dedra Missouri (School Psychologist) - conducts evaluations for students with academic and behavioral needs, provides teachers with strategies for students who are needing extra supports, pulls small groups to work on social skills
The team works collaboratively to implement and monitor the goals and strategies of the school improvement plan.

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

In order to meet the needs of all students and maximize desired student outcomes, the leadership team analyzed performance data and aligned academic coaches and personnel to meet those specific needs. Title One Federal dollars and local district allocations are utilized to secure additional support personnel and resources. Administration and the leadership team monitors the alignment of the resources on a weekly basis through analysis of assessment data, observations, walk thorugh data, feedback from academic coaches and other personnel. The problem solving process is utilized to make decisions and adjustments as needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Aaron Pickle	Parent
Terry Strong	Principal
Anthony Broadnax	Business/Community
Vivian Underwood	Business/Community
Krystal James	Teacher
Lora Rowan	Parent
Tangela Durham	Principal
Janel Brown	Parent
Debra Glisson	Education Support Employee

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

During SAC meetings, SIP goals and data are reviewed to measure the effectiveness of last year's school improvement plan.

Development of this school improvement plan

The leadership team, in collaboration with the DOE, determined to continue the success of the prior year goals but to refine and improve the effectiveness of implementation. The SIP was submitted during the first SAC meeting for a vote of approval.

Preparation of the school's annual budget and plan

Lottery money will be used based on the suggestions of the SAC committee. Committee members provided suggestions on various resources to spend the money on. Research is being conducted and quotes are being prepared to determine which resources should be purchased with the money. SAC will have the final vote on the allocation of funds at the November, 2014 meeting.

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

The goals, strategies and professional development in last year's school improvement plan did not require an allocation of funds.

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
Osgood, Shanda	Instructional Coach
Brown, Janel	Teacher, Career/Technical
Durham, Tangela	Assistant Principal
Betz, Morag	Instructional Coach
Missouri, Dedra	Psychologist
James, Krystal	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted within the school by making literacy and reading the cornerstone of all content areas. Through collaborative planning, modeling and practice, teachers are lead to incorporate literacy strategies in all content areas. The LLT provides teachers with resources and strategies through planning and professional development that allows teachers to focus on literacy.

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

Teams meet weekly with administration and instructional coaches for collaborative planning.Collaborative planning takes place Tuesdays and Wednesdays each week during each grade levels' specials time. These planning sessions are held in the grade level's classroom. The focus of the planning sessions is to study the standards and to ensure understanding of the intent of the standards. Then, they collaboratively align instructional strategies/ tasks with the standards. Teams come prepared with the Standards Based Instructional Tool (SBIT). This tool requires the team to work together and assign jobs in preparation for planning.

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

Administration and leadership team attends yearly job fair sponsored by the district. Administration encourages all staff to maintain a positive attitude and talk about Griffin in a positive light. Potential applicants are screened based on specific criteria to fit the needs of the vacancy. Interview questions are created to allow the interview team/administration to gauge responses that allow the right selection and fit for Griffin. Current teachers are encouraged, praised, and celebrated with special notes or small tokens of appreciation in their mailboxes to maintain morale and help us to retain quality staff. Professional development is provided through weekly Professional Learning Communities to increase teacher capacity.

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

The mentoring program follows the districts criteria by pairing new teachers with coaches. Teachers meet routinely with the coach to complete the accomplished practices. This cycle might include non-evaluative observations, coaching and modeling as needed, and support in any area needed. New staff are part of a committee that meet monthly with staff members for ongoing support and development meetings. They are oriented to the campus as well as learn the expectations or procedures for the Griffin campus.

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 Florida Standards are the basis of all instruction. Our core Instructional program utilizes the district's curriculum/ learning maps along with the approved materials and the Standards Based Instructional Tool (SBIT) to ensure instructional materials are aligned with the standards. Planning is done collaboratively with teams/instructional coaches.

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

Data from multiple sources are utilized to plan for instruction. Sources of data include: IBTP, FAIR, Reading Wonders Weekly assessment (standards), FCAT explorer for Science and weekly math assessments.
From the data sources and standards tracking, small groups are formed and planning takes place to match the need of small group interventions with standard/skill deficits within the 120 minute reading block. In addition, Griffin provides an additional hour of reading instruction titled "Hour of Power". Using FAIR data, teachers work with the reading coach to provide students with targeted interventions found in Reading Wonders Foundational Skills, FCRR, CPALMS, Wonder Works, and Achieve 3000. The reading interventionist also utilizes this data to form small groups either in class or pull out for intensive skill-based instruction.

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: 10,800

The district standard of mimimum hours already surpasses the state requirement. Within the 7 hours instructional day, Griffin incorporates an additional hour of reading instruction.

Strategy Rationale

This hour is to focus on foundational skills using FAIR-S data. The teacher will work with small groups focusing on those needing the most intensive interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Osgood, Shanda , shanda.osgood@polk-fl.net

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

The data collected will be FAIR-S, IBTP, Achieve 3000, FCRR assessments and Curriculum Based Measurement (CBM) probes. It will be analyzed weekly as lesson plans and groups are formed. The reading coach will assist and monitor for fidelity.

Strategy: After School Program

Minutes added to school year: 1,980

The goal of small group literacy/math tutoring is to assess and work with students' individual strengths, weaknesses, and interests through the three M's: Motivation, Monitoring, & Modeling.

Strategy Rationale

To increase student achievement and overall self-confidence.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Durham, Tangela, tangela.durham@polk-fl.net

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

Pre & Post Assessments, (STAR & Formative Assessments CPALMS)

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

Griffin's Pre-K works closely with the kindergarten team to align curriculum to ensure students are prepared to transition successfully.

Middle school representatives visit Griffin to hold informational meetings to help parents and student prepare for the transition.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

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:

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.   Griffin Elementary will increase the knowledge base with which all teachers consistently provide standards-based instruction on a daily basis across content areas.

G2.   Griffin Elementary will increase teachers' instructional time on task in authentically engaging students on a daily basis across content areas.

G3.   The Griffin community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

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. Griffin Elementary will increase the knowledge base with which all teachers consistently provide standards-based instruction on a daily basis across content areas. 1a

🔍 G073926

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Administrative walk-through schedule, Coaching schedule based on walk-through data,District and School-based Coaches, Florida Standards, District Learning Schedules, CPALMS, FCRR, Standards Based Instructional Tool (SBIT) for Math, Professional Development,

Targeted Barriers to Achieving the Goal 3

- Planning - Time restrictions placed upon collaborative planning. Not all teachers understand the full depth of each standard. New teachers are not oriented to standards-based planning and instruction.

- Coaching - This year more than half of the staff is either new to Griffin or has changed grade levels. Restrictions placed upon collaborative planning with teachers.

- Monitoring of Implementation - Administrative time is limited due to other school obligations and unforeseen circumstances. Administration consists of one administrator from August 31 - late November.

Plan to Monitor Progress Toward G1. 8

Standards based instruction in every subject area

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Classroom walkthrough data, FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data, end of module math assessments and midyear IBTP, Mini MAFS standard assessments, IBTP Science data (4th and 5th grade) and end of unit assessments (K-5).

G2. Griffin Elementary will increase teachers' instructional time on task in authentically engaging students on a daily basis across content areas. 1a

🔍 G073927

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Coaches and staff trained in best practices, district resources such as coaches, Moodle resources, and model teachers who demonstrate engagement practices.

Targeted Barriers to Achieving the Goal 3

- Planning - Time and experience within staff coupled with knowledge of standards.

- Coaching - The number of teachers requiring additional support in implementing authentic engagement strategies.

- Monitoring of Implementation - Number of personnel available to conduct monitoring opportunities.

Plan to Monitor Progress Toward G2. 8

Lesson plans, walk-through observations with focus on student time on task

Person Responsible
Tangela Durham

Schedule
Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion
Results of walk-through observations

G3. The Griffin community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. 1a

Targets Supported 1b

🔍 G073928

Indicator	Annual Target
Discipline incidents	175.0
Attendance rate	95.0
One or More Suspensions	85.0

Resources Available to Support the Goal 2

- Year-long small group counseling using research-based materials provided by the Mark Wilcox Center/Mindful Schools Grant. Also the Leadership Team will be used to provide on-going academic professional development to both the parents and the teachers.

- School Psychologist/Mindful Schools on campus two days a week.

- Literature/articles to increase staff awareness of the effects of poverty on student achievement.

- Adding a Parent Involvement Paraprofessional to assist with tracking attendance and tardies with fidelity.

- The instructional staff will be provided with a peer who will model effective classroom management strategies and serve as a mentor.

- One of the curriculum coaches will send out reminders weekly to ensure everyone is prepared on the day of planning.

Targeted Barriers to Achieving the Goal 3

- Having so many new staff members and not fully understanding and implementing PBS and behavior interventions uniformly.

- Staff attendance which creates a lack of consistency for students and attendance and tardiness of team members for PLCs.

- Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds

- Instructional staff do not uniformly demonstrate effective classroom management to ensure systematic monitoring.

Plan to Monitor Progress Toward G3. `8`

Early warning system reports, attendance reports, tardy reports, early check-out reports, discipline reports, student achievement reports such as FAIR data; on-going progress monitoring reading/ mathematics assessment data; and spiral review mathematics data.

Person Responsible
Tangela Durham

Schedule
Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion
Reduced absenteeism, reduced tardies, reduced early check-outs, increase in student achievement as evidenced on- FAIR data and on-going progress monitoring reading/mathematics 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. Griffin Elementary will increase the knowledge base with which all teachers consistently provide standards-based instruction on a daily basis across content areas. 1

🔑 G073926

G1.B1 Planning - Time restrictions placed upon collaborative planning. Not all teachers understand the full depth of each standard. New teachers are not oriented to standards-based planning and instruction. 2

🔑 B193076

G1.B1.S1 Collaborative Planning with Administration/Coaches 4

🔑 S204591

Strategy Rationale

Administration will guide the planning based on the standards

Action Step 1　5

Collaborative Planning

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/25/2015 to 6/1/2016

Evidence of Completion

weekly lesson plans, checklist, minutes

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

Weekly leadership team meetings, observations, feedback from coaches

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/25/2015 to 6/1/2016

Evidence of Completion

Lesson plans, sign-in sheets, agendas, journey reports, notes from team meetings/ collaborative planning.

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

Observations during collaborative planning, Follow-up conversations with Coaches

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/25/2015 to 5/31/2016

Evidence of Completion

Agenda, Sign-In Sheets, Meeting notes

G1.B1.S2 Pre-planning expectations/checklist 4

S204592

Strategy Rationale

To ensure that each teacher takes ownership of the final plan, they will come to planning with their assigned task. The pre-planning checklist will be completed and submitted to administration.

Action Step 1 5

Teachers will be assigned pre-planning roles to complete prior to collaborative planning.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Minutes, pre-planning checklist

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

Grade chairs will submit pre-planning checklist to administration.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Completed checklist

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

Effectiveness will be monitored through lesson plans and the resulting instruction observed.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.

G1.B1.S3 Use of data to drive instruction `4`

S204593

Strategy Rationale

Lack of evidence to show that classroom teachers are using the data to guide instruction to improve student achievement

Action Step 1 `5`

Teachers will be required to use FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data

Person Responsible

Shanda Osgood

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 2 5

Teachers will be required to use end of module assessments and Mini MAFS standard assessments

Person Responsible

Krystal James

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 3 5

Teachers will be required to use IBTP (5th) and end of unit assessments (K-4)

Person Responsible

Morag Betz

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data discussions , data tracking sheet checks

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, data tracking sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Coaching - This year more than half of the staff is either new to Griffin or has changed grade levels. Restrictions placed upon collaborative planning with teachers. `2`

B193077

G1.B2.S1 ELA Collaborative Planning will take place weekly with Reading Coach/Administration. Math and Science collaborative planning takes place upon request with Coaches. `4`

S204595

Strategy Rationale

In order to support teachers in understanding the full intent of the standards.

Action Step 1 `5`

ELA Collaborative Planning will take place weekly with Reading Coach/Administration.

Person Responsible

Shanda Osgood

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Coaching logs, Lesson Plans, and minutes.

Action Step 2 `5`

Math collaborative planning takes place upon request with Coaches.

Person Responsible

Krystal James

Schedule

Weekly, from 9/8/2015 to 6/6/2016

Evidence of Completion

Coaching Logs & Lesson Plans

Action Step 3 `5`

Science collaborative planning takes place upon request with Coaches.

Person Responsible

Morag Betz

Schedule

Weekly, from 9/8/2015 to 6/6/2016

Evidence of Completion

Coaching Logs and Lesson Plans

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

Walk-throughs by admin & modeling and side by side coaching

Person Responsible

Tangela Durham

Schedule

Daily, from 8/25/2015 to 6/6/2016

Evidence of Completion

Coaching Logs, Minutes, and Lesson Plans

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

Classroom observations, daily walkthroughs and data

Person Responsible

Tangela Durham

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Journey observations, student/teacher/admin data chats, and classroom data

G1.B3 Monitoring of Implementation - Administrative time is limited due to other school obligations and unforeseen circumstances. Administration consists of one administrator from August 31 - late November. 2

🔑 B193078

G1.B3.S1 Create, implement, and submit weekly walkthrough and support schedule. 4

🔑 S204596

Strategy Rationale

To ensure standards based instruction is occurring with fidelity at all times.

Action Step 1 5

Implement weekly walkthrough schedule with fidelity .

Person Responsible

Tangela Durham

Schedule

Evidence of Completion

Walkthrough notes, Journey observations, coach's logs, submitted schedule to Bellamy.

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

Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.

Person Responsible

Tangela Durham

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.

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

Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.

Person Responsible

Terry Strong

Schedule

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

Evidence of Completion

Improvement in areas of deficiencies within each classroom

G2. Griffin Elementary will increase teachers' instructional time on task in authentically engaging students on a daily basis across content areas. 1

🔑 G073927

G2.B1 Planning - Time and experience within staff coupled with knowledge of standards. 2

🔑 B193079

G2.B1.S1 Coaches will assist teacher teams during collaborative planning to identify authentic, high-yield instructional strategies. 4

🔑 S204597

Strategy Rationale

Teachers will have a better understanding of high-yield instructional strategies and how to implement them in their instruction.

Action Step 1 5

Collaborative planning weekly with Coaches.

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Agendas, sign in sheet and planning checklist

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

Coaches will submit schedules and other documentation that collaborative planning is taking place.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Leadership Team discussions, sign in sheets, weekly schedules, planning notes

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

Administration will conduct walk-throughs/observations and provide immediate feedback.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Journey documentation

G2.B1.S2 Professional Development will be provided through FDLRS and coaches `4`

🔑 S204598

Strategy Rationale

Teachers need a selection of engagement strategies to incorporate. Most teachers currently incorporate collaborative structures as a single strategy for engagement. The goal is to provide a variety of strategies.

Action Step 1 `5`

Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Evidence collected through sign in sheets, follow up activities required, and observations that require student engagement ratings.

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

Fidelity will be monitored through required follow-up activities, implementation timeline, and observed practice in walk throughs.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/25/2014 to 5/28/2015

Evidence of Completion

Professional development sigh in sheets, follow-up requirement completed, and implementation through Journey walk through observations recorded.

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

Effectiveness will be monitored through Journey walk through domains rated.

Person Responsible

Tangela Durham

Schedule

Weekly, from 10/2/2014 to 5/28/2015

Evidence of Completion

Journey walk through observations, informal observations and walk through notes.

G2.B2 Coaching - The number of teachers requiring additional support in implementing authentic engagement strategies. `2`

🔑 B193080

G2.B2.S1 Coaches will ensure collaborative structures are included in daily lesson plans, provide PLC for teachers on different collaborative structures, and model a variety of collaborative structures in the classroom. `4`

🔑 S204599

Strategy Rationale

It is not evident that collaborative structures are being used across all content areas and grade levels.

Action Step 1 `5`

Coaches will provide a PLC on collaborative structures that have a positive impact on student engagement.

Person Responsible

Tangela Durham

Schedule

On 12/10/2015

Evidence of Completion

Agenda, follow up, modeling sign up sheet

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

Coaches modeling different collaborative structures, teachers implementing different structures in their instruction.

Person Responsible

Tangela Durham

Schedule

Weekly, from 12/11/2015 to 6/3/2016

Evidence of Completion

Lesson plans, walkthrough data, coaching logs, Journey

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

Walkthroughs with a focus on collaborative structures. Student data will be monitored to gauge the effectiveness of implementation of collaborative structures.

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans that indicate use of collaborative structures, Journey, walkthroughs (look fors), data

G2.B3 Monitoring of Implementation - Number of personnel available to conduct monitoring opportunities. `2`

🔍 B193081

G2.B3.S1 Conduct Leadership and Administrative walkthroughs to monitor implementation of collaborative structures and student engagement strategies. `4`

🔍 S204600

Strategy Rationale

Increased presence in the classroom will help support teachers and ensure accountability with the implementation of different engagement strategies.

Action Step 1 `5`

The Leadership and Administrative team will conduct weekly walkthroughs.

Person Responsible

Tangela Durham

Schedule

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

Evidence of Completion

Observation Notes, coaching logs and weekly schedules

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

Monitor coaching logs and weekly schedules. Leadership team discussions on walkthroughs

Person Responsible

Tangela Durham

Schedule

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

Evidence of Completion

Coaching logs and weekly schedules will reflect classroom visits. Minutes from the leadership team meetings will reflect conversations about walkthroughs and lesson plans.

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

Administration will be able to observe an increase in authentic engagement.

Person Responsible

Tangela Durham

Schedule

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

Evidence of Completion

Journey data

G3. The Griffin community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. [1]

G073928

G3.B1 Having so many new staff members and not fully understanding and implementing PBS and behavior interventions uniformly. [2]

B193082

G3.B1.S1 PBS team will facilitate a series of PLCs on the school-wide PBS system. [4]

S204601

Strategy Rationale

To increase teacher knowledge and understanding on the school-wide PBS system.

Action Step 1 [5]

PLCs on school-wide PBS system.

Person Responsible

Krystal James

Schedule

Weekly, from 8/27/2015 to 9/17/2015

Evidence of Completion

Sign in sheets, agendas, follow-up tasks submitted by teachers

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

Administration will attend PLCs on school-wide PBS system.

Person Responsible

Tangela Durham

Schedule

Weekly, from 8/27/2015 to 9/17/2015

Evidence of Completion

Administration will give feedback to facilitators on PLCs, sign in sheet

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

Monitor office discipline referrals, minor forms and teacher implementation of school-wide PBS system.

Person Responsible

Krystal James

Schedule

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

Evidence of Completion

Minor forms, student punch card, behavior data

G3.B2 Staff attendance which creates a lack of consistency for students and attendance and tardiness of team members for PLCs. `2`

🔑 B193083

G3.B2.S1 Monitor teacher attendance. Provide reinforcements for teachers with low absentee rates. `4`

🔑 S204602

Strategy Rationale

Reduced absenteeism, tardies, and early sign-outs will show an increase in student achievement as evidenced on- FAIR data and on-going progress monitoring reading/mathematics data.

Action Step 1 `5`

Increasing staff attendance will increase positive student relationships.

Person Responsible

Tangela Durham

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Staff attendance report on SAP, attendance sheets from PLCs and Collaborative Planning sessions.

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

Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.

Person Responsible

Tangela Durham

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Sessions

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

Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.

Person Responsible

Tangela Durham

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Session

G3.B3 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds [2]

B193084

G3.B3.S1 Increase in order to improve teacher understanding and experience of the social, emotional, and academic needs of students who come from diverse backgrounds through Professional Development. [4]

S204603

Strategy Rationale

By having an increased understanding of diverse needs of the students, teachers will become more effective in building positive relationships with students and families.

Action Step 1 [5]

Provide professional development on the diverse needs of our students.

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

agenda, sign in sheet, follow up

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Documentation will be submitted to Administration.

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

Agenda, sign in sheet, follow up tasks

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

Effectiveness will be demonstrated through walkthroughs and collaborative discussions in PLCs.

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

Walkthrough/Journey observations

G3.B4 Instructional staff do not uniformly demonstrate effective classroom management to ensure systematic monitoring. 2

🔍 B193085

G3.B4.S1 Increase teacher effectiveness in managing classroom behaviors. 4

🔍 S204604

Strategy Rationale

Effective classroom management leads to fewer disruptions in the classroom which in turn leads to higher student achievement.

Action Step 1 5

Identify teachers and provide professional development for those needing additional support in classroom management.

Person Responsible

Tangela Durham

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Office referrals, minor forms, sign in sheet, agenda, coaching logs

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Administration will complete classroom walkthroughs and monitor office referral data.

Person Responsible

Tangela Durham

Schedule

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

Evidence of Completion

Office referral data, Journey

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Monitor office referral data.

Person Responsible

Tangela Durham

Schedule

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

Evidence of Completion

minor forms, office referrals

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	Collaborative Planning	Durham, Tangela	8/25/2015	weekly lesson plans, checklist, minutes	6/1/2016 weekly
G1.B1.S2.A1	Teachers will be assigned pre-planning roles to complete prior to collaborative planning.	Durham, Tangela	9/28/2015	Minutes, pre-planning checklist	5/31/2016 weekly
G1.B1.S3.A1	Teachers will be required to use FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data	Osgood, Shanda	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 weekly
G1.B2.S1.A1	ELA Collaborative Planning will take place weekly with Reading Coach/ Administration.	Osgood, Shanda	8/25/2015	Coaching logs, Lesson Plans, and minutes.	6/6/2016 weekly
G1.B3.S1.A1	Implement weekly walkthrough schedule with fidelity .	Durham, Tangela	8/24/2015	Walkthrough notes, Journey observations, coach's logs, submitted schedule to Bellamy.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Collaborative planning weekly with Coaches.	Durham, Tangela	8/27/2015	Agendas, sign in sheet and planning checklist	6/2/2016 weekly
G2.B1.S2.A1	Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.	Durham, Tangela	8/28/2014	Evidence collected through sign in sheets, follow up activities required, and observations that require student engagement ratings.	5/28/2015 weekly
G2.B2.S1.A1	Coaches will provide a PLC on collaborative structures that have a positive impact on student engagement.	Durham, Tangela	12/10/2015	Agenda, follow up, modeling sign up sheet	12/10/2015 one-time
G2.B3.S1.A1	The Leadership and Administrative team will conduct weekly walkthroughs.	Durham, Tangela	8/24/2015	Observation Notes, coaching logs and weekly schedules	6/3/2016 weekly
G3.B1.S1.A1	PLCs on school-wide PBS system.	James, Krystal	8/27/2015	Sign in sheets, agendas, follow-up tasks submitted by teachers	9/17/2015 weekly
G3.B2.S1.A1	Increasing staff attendance will increase positive student relationships.	Durham, Tangela	10/5/2015	Staff attendance report on SAP, attendance sheets from PLCs and Collaborative Planning sessions.	6/3/2016 weekly
G3.B3.S1.A1	Provide professional development on the diverse needs of our students.	Durham, Tangela	1/4/2016	agenda, sign in sheet, follow up	6/3/2016 one-time
G3.B4.S1.A1	Identify teachers and provide professional development for those needing additional support in classroom management.	Durham, Tangela	11/2/2015	Office referrals, minor forms, sign in sheet, agenda, coaching logs	6/3/2016 monthly
G1.B1.S3.A2	Teachers will be required to use end of module assessments and Mini MAFS standard assessments	James, Krystal	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 biweekly
G1.B2.S1.A2	Math collaborative planning takes place upon request with Coaches.	James, Krystal	9/8/2015	Coaching Logs & Lesson Plans	6/6/2016 weekly
G1.B1.S3.A3	Teachers will be required to use IBTP (5th) and end of unit assessments (K-4)	Betz, Morag	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 biweekly
G1.B2.S1.A3	Science collaborative planning takes place upon request with Coaches.	Betz, Morag	9/8/2015	Coaching Logs and Lesson Plans	6/6/2016 weekly
G1.MA1	Standards based instruction in every subject area	Durham, Tangela	9/1/2015	Classroom walkthrough data, FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data, end of module math assessments and midyear IBTP, Mini MAFS standard assessments, IBTP Science data (4th and 5th grade) and end of unit assessments (K-5).	6/8/2016 weekly
G1.B1.S1.MA1	Observations during collaborative planning, Follow-up conversations with Coaches	Durham, Tangela	8/25/2015	Agenda, Sign-In Sheets, Meeting notes	5/31/2016 weekly
G1.B1.S1.MA1	Weekly leadership team meetings, observations, feedback from coaches	Durham, Tangela	8/25/2015	Lesson plans, sign-in sheets, agendas, journey reports, notes from team meetings/collaborative planning.	6/1/2016 weekly
G1.B2.S1.MA1	Classroom observations, daily walkthroughs and data	Durham, Tangela	8/24/2015	Journey observations, student/teacher/ admin data chats, and classroom data	6/6/2016 daily
G1.B2.S1.MA1	Walk-throughs by admin & modeling and side by side coaching	Durham, Tangela	8/25/2015	Coaching Logs, Minutes, and Lesson Plans	6/6/2016 daily
G1.B3.S1.MA1	Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.	Strong, Terry	8/24/2015	Improvement in areas of deficiencies within each classroom	6/6/2016 weekly
G1.B3.S1.MA1	Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.	Durham, Tangela	8/24/2015	Check submitted schedules, coaches logs, curriculum updates at Leadership Team meetings, and data chats.	6/6/2016 daily
G1.B1.S2.MA1	Effectiveness will be monitored through lesson plans and the resulting instruction observed.	Durham, Tangela	9/28/2015	Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Grade chairs will submit pre-planning checklist to administration.	Durham, Tangela	9/28/2015	Completed checklist	5/31/2016 weekly
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Data discussions , data tracking sheet checks	Durham, Tangela	9/4/2015	Lesson plans, data tracking sheets	6/3/2016 one-time
G2.MA1	Lesson plans, walk-through observations with focus on student time on task	Durham, Tangela	9/3/2015	Results of walk-through observations	6/2/2016 weekly
G2.B1.S1.MA1	Administration will conduct walk-throughs/observations and provide immediate feedback.	Durham, Tangela	9/3/2015	Journey documentation	6/2/2016 weekly
G2.B1.S1.MA1	Coaches will submit schedules and other documentation that collaborative planning is taking place.	Durham, Tangela	9/3/2015	Leadership Team discussions, sign in sheets, weekly schedules, planning notes	6/2/2016 weekly
G2.B2.S1.MA1	Walkthroughs with a focus on collaborative structures. Student data will be monitored to gauge the effectiveness of implementation of collaborative structures.	Durham, Tangela	8/24/2015	Lesson plans that indicate use of collaborative structures, Journey, walkthroughs (look fors), data	6/3/2016 one-time
G2.B2.S1.MA1	Coaches modeling different collaborative structures, teachers implementing different structures in their instruction.	Durham, Tangela	12/11/2015	Lesson plans, walkthrough data, coaching logs, Journey	6/3/2016 weekly
G2.B3.S1.MA1	Administration will be able to observe an increase in authentic engagement.	Durham, Tangela	8/24/2015	Journey data	6/3/2016 weekly
G2.B3.S1.MA1	Monitor coaching logs and weekly schedules. Leadership team discussions on walkthroughs	Durham, Tangela	8/24/2015	Coaching logs and weekly schedules will reflect classroom visits. Minutes from the leadership team meetings will reflect conversations about walkthroughs and lesson plans.	6/3/2016 weekly
G2.B1.S2.MA1	Effectiveness will be monitored through Journey walk through domains rated.	Durham, Tangela	10/2/2014	Journey walk through observations, informal observations and walk through notes.	5/28/2015 weekly
G2.B1.S2.MA1	Fidelity will be monitored through required follow-up activities, implementation timeline, and observed practice in walk throughs.	Durham, Tangela	9/25/2014	Professional development sigh in sheets, follow-up requirement completed, and implementation through Journey walk through observations recorded.	5/28/2015 weekly
G3.MA1	Early warning system reports, attendance reports, tardy reports, early check-out reports, discipline reports, student achievement reports such as FAIR data; on-going progress monitoring reading/mathematics assessment data; and spiral review mathematics data.	Durham, Tangela	10/5/2015	Reduced absenteeism, reduced tardies, reduced early check-outs, increase in student achievement as evidenced on-FAIR data and on-going progress monitoring reading/mathematics data	6/3/2016 weekly
G3.B1.S1.MA1	Monitor office discipline referrals, minor forms and teacher implementation of school-wide PBS system.	James, Krystal	8/24/2015	Minor forms, student punch card, behavior data	6/3/2016 monthly
G3.B1.S1.MA1	Administration will attend PLCs on school-wide PBS system.	Durham, Tangela	8/27/2015	Administration will give feedback to facilitators on PLCs, sign in sheet	9/17/2015 weekly
G3.B2.S1.MA1	Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.	Durham, Tangela	10/5/2015	Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Session	6/3/2016 weekly
G3.B2.S1.MA1	Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.	Durham, Tangela	10/5/2015	Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Sessions	6/3/2016 weekly
G3.B3.S1.MA1	Effectiveness will be demonstrated through walkthroughs and collaborative discussions in PLCs.	Durham, Tangela	1/4/2016	Walkthrough/Journey observations	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Documentation will be submitted to Administration.	Durham, Tangela	1/4/2016	Agenda, sign in sheet, follow up tasks	6/3/2016 one-time
G3.B4.S1.MA1	Monitor office referral data.	Durham, Tangela	8/24/2015	minor forms, office referrals	6/3/2016 weekly
G3.B4.S1.MA1	Administration will complete classroom walkthroughs and monitor office referral data.	Durham, Tangela	8/24/2015	Office referral data, Journey	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Griffin Elementary will increase the knowledge base with which all teachers consistently provide standards-based instruction on a daily basis across content areas.

G1.B1 Planning - Time restrictions placed upon collaborative planning. Not all teachers understand the full depth of each standard. New teachers are not oriented to standards-based planning and instruction.

G1.B1.S1 Collaborative Planning with Administration/Coaches

PD Opportunity 1

Collaborative Planning

Facilitator

Administration

Participants

Instructional Staff and Coaches

Schedule

Weekly, from 8/25/2015 to 6/1/2016

G2. Griffin Elementary will increase teachers' instructional time on task in authentically engaging students on a daily basis across content areas.

G2.B1 Planning - Time and experience within staff coupled with knowledge of standards.

G2.B1.S1 Coaches will assist teacher teams during collaborative planning to identify authentic, high-yield instructional strategies.

PD Opportunity 1

Collaborative planning weekly with Coaches.

Facilitator

Coaches, Administration

Participants

classroom teachers

Schedule

Weekly, from 8/27/2015 to 6/2/2016

G2.B1.S2 Professional Development will be provided through FDLRS and coaches

PD Opportunity 1

Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.

Facilitator

Administration, coaches and FLDRS

Participants

Classroom Teachers

Schedule

Weekly, from 8/28/2014 to 5/28/2015

G2.B2 Coaching - The number of teachers requiring additional support in implementing authentic engagement strategies.

G2.B2.S1 Coaches will ensure collaborative structures are included in daily lesson plans, provide PLC for teachers on different collaborative structures, and model a variety of collaborative structures in the classroom.

PD Opportunity 1

Coaches will provide a PLC on collaborative structures that have a positive impact on student engagement.

Facilitator

Krystal James, Shanda Osgood, Morag Betz

Participants

K-5 Teachers

Schedule

On 12/10/2015

G3. The Griffin community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

G3.B3 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds

G3.B3.S1 Increase in order to improve teacher understanding and experience of the social, emotional, and academic needs of students who come from diverse backgrounds through Professional Development.

PD Opportunity 1

Provide professional development on the diverse needs of our students.

Facilitator

Mindful Schools/PBS Team

Participants

K-5 Teachers

Schedule

On 6/3/2016

Technical Assistance Items

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