

The School District of Lee County

# Franklin Park Elementary School



2015-16 School Improvement Plan

# Franklin Park Elementary School

2323 FORD ST, Fort Myers, FL 33916

<http://frk.leeschools.net/>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	89%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	96%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	F	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 Lee 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>40</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>45</b>
Professional Development Opportunities	46
Technical Assistance Items	48
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To maintain a positive learning culture where everyone performs at a high level and takes pride in success!

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

To become a world class school system.

#### School Environment

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

The district provided a school climate survey to all parents, both electronic and paper. The fifth graders were administered a Gallop survey to determine their perception and comfort level at school as it relates to school climate. The teachers were administered a Gallup survey to determine their level of engagement. The data from both surveys were used in planning classroom team building activities and parent involvement nights.

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

- \* Our school mission
- \* a.m. and p.m. hall coverage
- \* PBS school wide student plan
- \* team building activities in classrooms
- \* full time Guidance Counselor
- \* monthly Bullying Prevention presentations for all grade levels
- \* mentor program

##### 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

- \* PBS
- \* MTSS
- \* Clear expectations
- \* Student behavior training for all staff 3x per year

##### 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

- \* PBS--mentoring by members of the staff
- \* school counselor
- \* MTSS-referrals
- \* Vision & other health screenings
- \* social worker
- \* after school program Gentlemen's Club for mentoring leadership of boys in grade 3-5



\*Intervention Specialist to provide social skills curriculum Second Step to students in Tier III Behavior MTSS

**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**

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**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/202112>.

**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**

Franklin Park Elementary will ensure that parents are included in the development, implementation and evaluation of FPE's Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through

their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on FPEs PIP at our SAC meeting 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
Quisenberry, Bethany	Principal
Morgan, Stacia	Other
Hunter, Tamara	Other
Remy, Lacie	Instructional Coach
Garcia, Anne	Instructional Coach
Waltman, Francine	Instructional Coach

**Duties**

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

The roles of the MTSS/RTI/Leadership Team are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores)
- Attend RTI Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Learning Resource Teacher

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction

Maintain log of all students involved in the RTI process

- Model and assist as needed Tier 2 & 3 interventions
- Collect progress monitoring notes & anecdotes of interventions implemented
- Administer screenings as needed
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings as needed for Tier 2 & Tier 3 students
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of RTI in the building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- MTSS/RTI Team facilitators
  - Schedule and attend RTI Team meetings
  - Send parent invites
  - Complete necessary RTI forms
  - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
  - Monitor data collection process for fidelity
  - Review & interpret progress monitoring data
  - Collaborate with RTI Team on effective instruction & specific interventions
  - Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with RTI Team regarding Tier 3 interventions
  - Incorporate RTI data when making eligibility decisions
- Specialist (Behavior, OT, PT)
- Consult with RTI Team
  - Provide staff trainings
- Social Worker
- Attend RTI Team meetings when requested
  - Conduct social-developmental history interviews and share with RTI Team
- ESOL/ELL Representative
- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
  - Conduct language screenings and assessments
- The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS/RTI Leadership team at Franklin Park Elementary meets on a weekly basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of additional support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and

other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services.

Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes

ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed “Backpack Programs” in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

**Housing Programs**

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school’s campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Bethany Quisenberry	Principal
Lacie Remy	Teacher
Abdul Hawk Muhammad	Business/Community
Gabriella Tomasi	Parent
Lupita Delgadillo	Parent
Britney White	Teacher
Roberta Torres	Parent
Joy Hunter	Parent
Lily McCarter	Parent
Zachary Holloway	Parent
Larry Aguillar	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

At the first meeting of the year, the school leadership team will present last year's plan and review the goals. The team will explain the annual measurable objectives to the SAC and review the growth. The leadership team will work with the SAC team evaluate the effectiveness of the programs, and plan for addition strategies to meet the goals for the new school year.

*Development of this school improvement plan*

Members of the School Advisory Council met as a group to go over and review the working document. The body will meet in September to continue discussion of the plan, make suggestions and adjustments. The plan will be officially approved by the School Advisory Council on September 24, 2015.

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

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement dollars will be allocated to school-wide initiatives related to student learning. Before dollars are spent, the principal will bring the suggestion to the School Advisory Council for approval.

**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
Alward, Rhonda	Teacher, K-12
Babyak, Gabrielle	Teacher, K-12
Garcia, Anne	Instructional Coach
Hunter, Tamara	Teacher, K-12
Morgan, Stacia	Teacher, K-12
Quisenberry, Bethany	Assistant Principal
Remy, Lacie	Instructional Coach
Waltman, Francine	Teacher, K-12

**Duties**

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

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one or more year's growth in reading. Proper implementation of Reading Street and Go Math curriculum in Grades K-5 will be a major initiative. Extensive Training in Literacy Labs and Vocabulary Strategies will be on-going throughout the year.

## 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 schedule was created so that each grade level has 50 minutes of common planning time each day. Teachers also implement the PLC model at least once a week. During that PLC time, teachers review the norms, address the 4 critical questions, and establish goals. In addition, they also review data, share best practices, and collaborate on weekly plans for instruction and assessment. TIF teachers as well as administrators attend PLCs as well.

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

The principal conducts intensive interviews, contacts references, provides specific new teacher training, pairs new teachers with mentors. and conducts monthly meetings with new teachers to discuss the progress and assist with skills.

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

All first year teachers are paired with a mentor to assist with planning, model lessons, discuss best practices, provide coaching and classroom management. All mentors have received training provided by the district for Peer Educators.

Francine Waltman mentors Emily Hardy  
Gaby Babyak mentors Kaylee Robinson

## 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***

FPE provided the instructional staff professional development at the start of the year in the area of the backwards design, standards-based instruction, and thinking maps. The instructional staff will utilize the academic plan to plan out lessons, using the Florida Standards listed in the academic plan. The instructional staff will then plan assessments to assess the standards addressed, and then plan out the instructional strategies needed to implement their lessons, aligning them to the standards. Franklin Park also conducts weekly Professional Learning Community (PLC) meetings to analyze the assessment data. From this, they will adjust or modify their instructional practices to assist students with the standards taught. FPE also has an intervention time allotted daily to reinforce the standards which were not mastered in the particular instructional period.

#### **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**

- Providing intervention time within the classroom
- Differentiating instruction using the Compass Learning computer based program aligning the activities to the students' individual needs
- Provide after-school tutoring to students in need of assistance
- Monitoring data at the weekly PLC meetings to adjust or modify instruction to meet the needs of the students
- One on one instruction for Tier 3 intervention
- Students one year behind in reading are given SRA

**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:** 4,500

All teachers will incorporate intervention time for all students that require assistance to become proficient with the grade level standards. The teachers will use data to drive instruction to enrich or remediate the students based upon their needs. Additionally, students in grades 3, 4, and 5 will have after school tutoring.

#### **Strategy Rationale**

By giving our students an extended opportunity to reinforce the skills taught in their ELA/Math block, our students increase their knowledge and feel secure and successful with the school curriculum.

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

- Core Academic Instruction

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

Quisenberry, Bethany, bethanylq@leeschools.net

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

The data is collected after each assessment, and each teacher completes a Student Data Analysis Review Sheet in which he/she identifies any student and standard in which 80% mastery was not obtained. Then, the teacher creates an action plan for the students to be remediated or enriched for a particular skill.

## **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**

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to, or upon entering, within the areas of Basic Skills/School Readiness, Oral



Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction.

### 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***

Not Applicable

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

Not Applicable

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

Not Applicable

***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***

Not Applicable

## 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.** By the Spring of 2016, 50% of 5th grade students will score at or above proficiency (level 3) on the Science FCAT.
- G2.** Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.
- G3.** 100% of instructional teachers will use data to differentiate and drive instruction.
- G4.** Teacher Engagement will increase according to the GALLUP Engagement Survey in the area of teacher recognition.

## 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 Spring of 2016, 50% of 5th grade students will score at or above proficiency (level 3) on the Science FCAT. 1a

G074158

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Science Coach Science Resource Teacher Science Lab After school STEM Club

**Targeted Barriers to Achieving the Goal** 3

- Students do not have sufficient background knowledge of real world science experiences.

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

District Baseline, Mid-year, and Checkpoint data will be analyzed to determine student growth.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Baseline Data, Mid-Year Data, Checkpoint Data

**G2. Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.**

1a

G074159

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	80.0
School Climate Survey - Parent	80.0
Students exhibiting two or more EWS indicators (Total)	50.0

**Resources Available to Support the Goal** 2

- Parent Involvement Specialist School Social Worker ParentLink Funding through Title I Monthly communication through flyers School-Wide Events inviting community and parents Monthly breakfast with community members School Website School social media pages (FaceBook and Twitter) Student agenda books for communication

**Targeted Barriers to Achieving the Goal** 3

- Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available.

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

Parents will complete surveys to give feedback on all activities and strategies.

**Person Responsible**

Tamara Hunter

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

survey results

**G3. 100% of instructional teachers will use data to differentiate and drive instruction.** 1a

G074160

**Targets Supported** 1b

Indicator	Annual Target
Math Gains District Assessment	70.0
ELA/Reading Gains District Assessment	70.0
Science Achievement District Assessment	70.0

**Resources Available to Support the Goal** 2

- Castle Program PD provided by the district Performance Matters Program

**Targeted Barriers to Achieving the Goal** 3

- Performance Matters is our current system for tracking data. This system does not track the student's progression of standards from each assessment over time.

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

Standards reports from CASTLE, Performance Matters, and STAR will be run to determine individual student growth. District provided student growth graphs of STAR standards for grades 4th & 5th.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Monthly, from 10/22/2015 to 6/10/2016

**Evidence of Completion**

CASTLE reports, Performance Matters Student Item Analysis Report, STAR Standards Growth Report, Student Data Binders, and PLC admin meeting agendas and minutes.

**G4.** Teacher Engagement will increase according to the GALLUP Engagement Survey in the area of teacher recognition. 1a

G074161

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Staff	85.0

**Resources Available to Support the Goal** 2

- Staff "Sunshine Committee"
- Instructional coaches
- Community Partners
- TIF (Teacher Incentive Fund) Teachers

**Targeted Barriers to Achieving the Goal** 3

- Lack of opportunity to provide recognition

**Plan to Monitor Progress Toward G4.** 8

The data that will be collected to monitor school progress toward this goal is Staff Surveys, Reflection Journals, Faculty Training Discussions and Feedback, and the Gallup Teacher Engagement Survey.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Annually, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Gallup Teacher Engagement Survey, Administration Quarterly Survey, Reflection Journals, Faculty Training Meeting Minutes

## 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 Spring of 2016, 50% of 5th grade students will score at or above proficiency (level 3) on the Science FCAT. **1**

 G074158

**G1.B1** Students do not have sufficient background knowledge of real world science experiences. **2**

 B193603

**G1.B1.S1** Students will have daily hands-on experiences for each science standard. **4**

 S205170

### Strategy Rationale

For science to be taught properly, labs must be an integral part of the science curriculum. Inquiry-Based lab investigations should be at the core of the science program and should be woven into every lesson and concept strand.

### Action Step 1 **5**

All 4th and 5th grade students will go to the Science Lab each day for a 45 minute block. The Science Resource Teacher and the Classroom teacher will team teach the science content by incorporating the reading of the science concept and the lab experiment.

### Person Responsible

Anne Garcia

### Schedule

Daily, from 8/24/2015 to 6/10/2016

### Evidence of Completion

OnCourse Lesson Plans for Science Resource Teacher, Administration Classroom Walk Through

## Action Step 2 5

Florida Gulf Coast University Students will partner with the Science Coach to facilitate an after school STEM program for 5th grade students. Students will participate in Science Activities for an hour after school two days a week for 9 weeks.

### **Person Responsible**

Anne Garcia

### **Schedule**

Weekly, from 10/6/2015 to 12/17/2015

### **Evidence of Completion**

STEM Program student attendance, Lesson Plans, End of Program Survey and Assessment

## Action Step 3 5

The Science Resource Teacher will have Guest Speakers and Presentations for a variety of Science Content. A Meteorologist will present when learning about weather, NASA/JPL Solar System Ambassador, and Mosquito Control Education Program are just a few examples.

### **Person Responsible**

Anne Garcia

### **Schedule**

Monthly, from 8/17/2015 to 6/10/2016

### **Evidence of Completion**

Lesson Plans, Sign In Sheets for Guest Speakers, Calendar Invites for Guest Speakers

## Action Step 4 5

4th and 5th grade students will go on science related field trips each month. The Imaginarium, Edison Ford Winter Estates, Ding Darling National Wildlife Refuge, Enhanced Mudflats, SWFL History Museum are a few of the trips that students will participate in.

### **Person Responsible**

Anne Garcia

### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

### **Evidence of Completion**

field trip logs



### Action Step 5 5

Students will participate in a school wide Science Fair. Grades K-2 will have a class Science Experiment, Grade 3 will have a partner Science Experiment, and in grades 4 & 5 students will have an individual Science Experiment.

#### **Person Responsible**

Anne Garcia

#### **Schedule**

Every 2 Months, from 4/4/2016 to 5/27/2016

#### **Evidence of Completion**

Science Fair Experiments, Lesson Plans, Administration Walk Throughs

### Action Step 6 5

The Science Department will host a Science Family Night in January with guests from SWFL Fossil Club, Ranger Becky from Ding Darling National Wildlife Refuge, and the Astronomical Society.

#### **Person Responsible**

Anne Garcia

#### **Schedule**

#### **Evidence of Completion**

Parent Sign In Sheets, Parent and Student Survey, Guest Sign In Sheet

### Action Step 7 5

The Science Coach will push into 5th grade classrooms during their Intervention Block to provide small group instruction to students for science standards, The Science Coach will monitor the Science Standards Data provided by the CASTLE Program to determine which students and standards will be instructed.

#### **Person Responsible**

Anne Garcia

#### **Schedule**

Daily, from 9/14/2015 to 6/10/2016

#### **Evidence of Completion**

CASTLE Standards Reports, Science Coach Lesson Plans, Student Data Binders

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

Data from Science Common Assessments will be monitored in PLC meetings each week. Data will be used to then determine standards that need to be retaught.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

CASTLE data, Performance Matters Data

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

Administration will meet with teacher teams on 4th grade, 5th grade, and the science resource teacher each week to discuss student needs.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

PLC meeting agendas and minutes

**G2. Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.** 1

G074159

**G2.B1** Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available. 2

B193604

**G2.B1.S1** Establish effective school to home and home to school communication 4

S205171

**Strategy Rationale**

Effective communication between the school and families will build a better understanding of how to work with the school and decrease early warning indicators.

**Action Step 1** 5

Teachers will use Agenda Books daily to communicate with parents.

**Person Responsible**

David Sanon

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

student agenda books

**Action Step 2** 5

Teachers and administration will use the ParentLink system to communicate events with parents.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

ParentLink System Reports

### Action Step 3 5

Administration and teachers will send home monthly newsletters to parents. Each grade level will create a grade level newsletter each month communicating standards that will be focused on that month and events specific to that grade level. Administration will send home a school wide newsletter each month. Parent Involvement Specialist will send home flyers for all school events.

#### **Person Responsible**

Francine Waltman

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

copies of newsletters

### Action Step 4 5

School Information Specialist will communicate with administration when a student acquires more than 5 tardies. Administration will then contact the parent. Administration will communicate with School Social Worker when a student acquires more than 10 tardies to make a home visit.

#### **Person Responsible**

Bethany Quisenberry

#### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Daily attendance and tardy log, School Social Worker communication log, and Administration Parent Communication Log.

### Action Step 5 5

Parent Involvement Specialist will provide monthly parent programs and information.

#### **Person Responsible**

Tiffany Cason

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Parent Involvement Newsletters and Flyers, Sign In Sheets, and Program Agendas.

### Action Step 6 5

Administration will use Social Media to advertise school events and profile positive activities during the school day.

**Person Responsible**

Francine Waltman

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

School Twitter Account, School Facebook Account

### Action Step 7 5

Administration will set a school wide goal each week for student tardies. For example, our goal for student tardies this week is 25 students, as of today we have 15 students that have been tardy. A sign will be created to display in the front office with the goal. It will also be displayed on social media pages and our school website.

**Person Responsible**

Tamara Hunter

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Daily tardy log, social media account pages

### Action Step 8 5

Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family Academic Night will have a different subject area focus. Each Family Academic Night will have fun, engaging activities for parents and students.

**Person Responsible**

Jessica Scheidemanterl

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Monthly Calendars, Event Flyers, Sign In Sheets

### Action Step 9 5

Student Led Conferences will be held at the end of first quarter and third quarter. Students will lead these parent conferences showcasing their student data binders.

#### **Person Responsible**

Stacia Morgan

#### **Schedule**

Quarterly, from 11/10/2015 to 3/25/2016

#### **Evidence of Completion**

Monthly Calendars, Sign In Sheets

### Action Step 10 5

Students will receive a special award each quarter for no tardies and perfect attendance.

#### **Person Responsible**

Amanda Kendrick

#### **Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

quarterly attendance and tardy reports

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

Monthly meeting with leadership team to discuss and plan school based functions. Monthly meeting with social worker, administration, and parent involvement specialist to review attendance reports.

#### **Person Responsible**

Tamara Hunter

#### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Leadership agenda and minutes, meeting minutes, attendance reports, sign in sheets

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

Monthly Leadership meetings to review parent involvement activities. Monthly discussion at staff meetings to review effectiveness of strategies.

**Person Responsible**

David Sanon

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016


**Evidence of Completion**

Leadership and Staff Meeting Agendas and Minutes

**G3. 100% of instructional teachers will use data to differentiate and drive instruction. 1**

 G074160

**G3.B1** Performance Matters is our current system for tracking data. This system does not track the student's progression of standards from each assessment over time. 2

 B193605

**G3.B1.S1** Utilize the CASTLE Program to track the student progression of standards over time. 4

 S205172

**Strategy Rationale**

Instructional teachers will have a resource that manages and tracks data to effectively differentiate and drive instruction.

**Action Step 1 5**

Every teacher will be trained to use Castle to track standards.

**Person Responsible**

Anne Garcia

**Schedule**

Quarterly, from 10/22/2015 to 6/10/2016

**Evidence of Completion**

Electronic Sign-In

## Action Step 2 5

All teachers will use weekly Standards Based Formative Assessments.

### **Person Responsible**

Tamara Hunter

### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

### **Evidence of Completion**

Professional development on creating daily formative assessments, modeling use of exit tickets and journal entries, Oncourse Lesson Plans, Walk through data, weekly PLC admin meetings to discuss best practices of formative assessments and share student journal examples.

## Action Step 3 5

All teachers will create and use Student Data Binders. All Student Data Binders will have standards based graphs for reading, math, and science.

### **Person Responsible**

Stacia Morgan

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### **Evidence of Completion**

Individual student data standards based graphs, student led conferences using data binders, student goal sheets each quarter, weekly student data chats with teachers, walk through data, and PLC meetings to discuss best practices and share student examples.



#### Action Step 4 5

All teachers will attend weekly grade level PLC meetings with administration to review standards based data. Data reviewed will then determine standards that will be focused on for Intervention the following week. Teachers and Instructional Coaches will also share best practices for teaching these standards.

##### **Person Responsible**

Bethany Quisenberry

##### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

##### ***Evidence of Completion***

Weekly PLC meeting agendas and minutes to the meeting, student concept checkpoint data, quarterly STAR data, Math Baseline and Mid-year data, Writing Baseline and Mid-year data, Science Baseline and Mid-year data, student work samples, and student intervention planning sheet.

#### Action Step 5 5

All teachers will attend monthly grade level extended standards based planning. All teachers will receive a substitute for half of the instructional day to meet with Instructional Coaches and their teams to plan for the upcoming academic concept.

##### **Person Responsible**

Lacie Remy

##### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

##### ***Evidence of Completion***

Standards based grade level concept planning map (integration of science and social studies in ELA with writing, speaking, and listening tasks), facilitated by academic coaches and teacher leaders, Oncourse Lesson Planner, agenda and minutes to the meeting, and shared best practices among teachers.

## Action Step 6 5

Academic Coaches will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support .

### **Person Responsible**

Bethany Quisenberry

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

Academic coaches weekly schedule, lesson plans, provide professional development and resources based on data, create common assessments, daily instruction of integrated studies (integration of science, writing, and reading as a rotation in the special areas rotation), attend weekly PLC admin meetings, and teacher survey.

## Action Step 7 5

Teacher Leaders will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support.

### **Person Responsible**

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

Teacher Leader weekly schedule, lesson plans, provide professional development and resources based on data, create common assessments, teacher survey, bi-monthly meetings with district level teacher leader specialist to reflect and plan, individual teacher coaching, weekly grade level meetings, behavior management strategy model and techniques, lesson models, push in intervention support, pull out intervention support, teacher walk about (non-evaluative classroom walk-throughs with individual teachers to observe best practices through observation), attend weekly PLC admin meetings, and teacher mentors.

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

Standards based data will be utilized in weekly PLC meetings with administration.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 10/22/2015 to 6/10/2016

**Evidence of Completion**

PLC agenda and minutes, monthly data chats with instructional staff, all common assessments entered into Performance Matters and reviewed in meetings.

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

Standards reports from CASTLE, Performance Matters, and STAR will be run to determine individual student growth.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Monthly, from 10/22/2015 to 6/10/2016

**Evidence of Completion**

CASTLE reports, Performance Matters Student Item Analysis Report, STAR Standards Growth Report, Student Data Binders, and PLC admin meeting agendas and minutes.

**G4.** Teacher Engagement will increase according to the GALLUP Engagement Survey in the area of teacher recognition. 1

G074161

**G4.B1** Lack of opportunity to provide recognition 2

B193606

**G4.B1.S1** To create opportunities for staff members and administration to provide recognition to other staff members. 4

S205173

### Strategy Rationale

Strategic recognition is by far the most positive and effective way to ensure that employee effort is maximized, aligned with school objectives, and reflective of school values.

### Action Step 1 5

Staff members will be nominated by other staff members for the Weekly Staff Hero. Staff members will email Francine Waltman each week who they would like to nominate for Staff Hero and why. Each Friday Ms. Waltman will email all Personnel the list of Hero Nominations and what they did to be nominated. Two people will be randomly selected from the list to be the Staff Hero and will park in the Staff Hero assigned parking spot.

#### Person Responsible

Francine Waltman

#### Schedule

Weekly, from 8/12/2015 to 6/3/2016

#### Evidence of Completion

weekly emails

### Action Step 2 5

Administration will give "You Hit a Home Run" award to teachers and staff at each Faculty Training and/or meeting. These awards will serve as jeans passes. The award will be for recognition of staff members that go above and beyond their job.

#### Person Responsible

Bethany Quisenberry

#### Schedule

Biweekly, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

faculty training meeting agendas, list of award recipients

### Action Step 3 5

Administration will create a Reflection Journal for each teacher during per-school week. Teacher's will bring their Reflection Journals to each meeting and Professional Development. At all meetings and PD, administration will provide an activity for teacher's to reflect in their journals.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Weekly Grade Level PLC agendas, Faculty Training Agendas, Teacher Reflection Journals

### Action Step 4 5

The Principal will email a weekly newsletter to all staff with information on the upcoming week. Included in the newsletter will be a slide show of pictures of great things happening in the school. Teacher's and Classrooms will be showcased that are positive examples.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

copy of newsletters

### Action Step 5 5

The Principal will write personalized thank you cards to every staff member in the beginning of the school year, Winter Break, and before spring break.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Quarterly, from 8/17/2015 to 4/29/2016

**Evidence of Completion**

Principal Log of Thank You letters

### Action Step 6 5

Each month the school Sunshine Committee will have a birthday celebration in the beginning of the faculty training for all employees that have a birthday that month. Grade level teams will take turns providing cake and snacks.

**Person Responsible**

Jessica Scheidemanterl

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

faculty training agendas

### Action Step 7 5

Each quarter administration will have staff complete a survey on engagement to gain feedback on areas that need improvement.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Quarterly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

quarterly survey results

### Action Step 8 5

The school Sunshine Committee will create a calendar of events for staff to attend outside of school. For example, bowling night, dinner at a restaurant, Holiday Party, and movie night.

**Person Responsible**

Jessica Scheidemanterl

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

calendar of events, email reminders

### Action Step 9 5

Each month administration will give a small thank you present to all staff. For example, provide breakfast, provide lunch, doughnut and coffee cart.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Principal log of events, email reminders

### Action Step 10 5

At the beginning of each faculty training, a motivational activity will be facilitated for staff by administration.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Biweekly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Faculty Training agendas and minutes

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

Quarterly Teacher Surveys, weekly reflection journals, and discussion in PLC meetings will be used.

**Person Responsible**

Francine Waltman

**Schedule**

Monthly, from 8/12/2015 to 6/3/2016

***Evidence of Completion***

survey results, minutes to the meetings

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

Weekly conversations and anonymous feedback through surveys will be used to determine the effectiveness of implemented strategies.

**Person Responsible**

Bethany Quisenberry

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

surveys

**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	All 4th and 5th grade students will go to the Science Lab each day for a 45 minute block. The Science Resource Teacher and the Classroom teacher will team teach the science content by incorporating the reading of the science concept and the lab experiment.	Garcia, Anne	8/24/2015	OnCourse Lesson Plans for Science Resource Teacher, Administration Classroom Walk Through	6/10/2016 daily
G2.B1.S1.A1	Teachers will use Agenda Books daily to communicate with parents.	Sanon, David	8/24/2015	student agenda books	6/10/2016 monthly
G3.B1.S1.A1	Every teacher will be trained to use Castle to track standards.	Garcia, Anne	10/22/2015	Electronic Sign-In	6/10/2016 quarterly
G4.B1.S1.A1	Staff members will be nominated by other staff members for the Weekly Staff Hero. Staff members will email Francine Waltman each week who they would like to nominate for Staff Hero and why. Each Friday Ms. Waltman will email all Personnel the list of Hero Nominations and what they did to be nominated. Two people will be randomly selected from the list to be the Staff Hero and will park in the Staff Hero assigned parking spot.	Waltman, Francine	8/12/2015	weekly emails	6/3/2016 weekly
G1.B1.S1.A2	Florida Gulf Coast University Students will partner with the Science Coach to facilitate an after school STEM program for 5th grade students. Students will participate in Science Activities for an hour after school two days a week for 9 weeks.	Garcia, Anne	10/6/2015	STEM Program student attendance, Lesson Plans, End of Program Survey and Assessment	12/17/2015 weekly
G2.B1.S1.A2	Teachers and administration will use the ParentLink system to communicate events with parents.	Quisenberry, Bethany	8/24/2015	ParentLink System Reports	6/10/2016 weekly
G3.B1.S1.A2	All teachers will use weekly Standards Based Formative Assessments.	Hunter, Tamara	8/24/2015	Professional development on creating daily formative assessments, modeling use of exit tickets and journal entries,	6/10/2016 daily



**Lee - 0251 - Franklin Park Elementary School - 2015-16 SIP**  
*Franklin Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Oncourse Lesson Plans, Walk through data, weekly PLC admin meetings to discuss best practices of formative assessments and share student journal examples.	
G4.B1.S1.A2	Administration will give "You Hit a Home Run" award to teachers and staff at each Faculty Training and/or meeting. These awards will serve as jeans passes. The award will be for recognition of staff members that go above and beyond their job.	Quisenberry, Bethany	8/17/2015	faculty training meeting agendas, list of award recipients	6/10/2016 biweekly
G1.B1.S1.A3	The Science Resource Teacher will have Guest Speakers and Presentations for a variety of Science Content. A Meteorologist will present when learning about weather, NASA/JPL Solar System Ambassador, and Mosquito Control Education Program are just a few examples.	Garcia, Anne	8/17/2015	Lesson Plans, Sign In Sheets for Guest Speakers, Calendar Invites for Guest Speakers	6/10/2016 monthly
G2.B1.S1.A3	Administration and teachers will send home monthly newsletters to parents. Each grade level will create a grade level newsletter each month communicating standards that will be focused on that month and events specific to that grade level. Administration will send home a school wide newsletter each month. Parent Involvement Specialist will send home flyers for all school events.	Waltman, Francine	8/24/2015	copies of newsletters	6/10/2016 monthly
G3.B1.S1.A3	All teachers will create and use Student Data Binders. All Student Data Binders will have standards based graphs for reading, math, and science.	Morgan, Stacia	8/24/2015	Individual student data standards based graphs, student led conferences using data binders, student goal sheets each quarter, weekly student data chats with teachers, walk through data, and PLC meetings to discuss best practices and share student examples.	6/10/2016 weekly
G4.B1.S1.A3	Administration will create a Reflection Journal for each teacher during per-school week. Teacher's will bring their Reflection Journals to each meeting and Professional Development. At all meetings and PD, administration will provide an activity for teacher's to reflect in their journals.	Quisenberry, Bethany	8/17/2015	Weekly Grade Level PLC agendas, Faculty Training Agendas, Teacher Reflection Journals	6/10/2016 weekly
G1.B1.S1.A4	4th and 5th grade students will go on science related field trips each month. The Imaginarium, Edison Ford Winter Estates, Ding Darling National Wildlife Refuge, Enhanced Mudflats, SWFL History Museum are a few of the trips that students will participate in.	Garcia, Anne	8/24/2015	field trip logs	6/10/2016 monthly
G2.B1.S1.A4	School Information Specialist will communicate with administration when a student acquires more than 5 tardies. Administration will then contact the parent. Administration will communicate with School Social Worker when a student acquires more than 10 tardies to make a home visit.	Quisenberry, Bethany	8/24/2015	Daily attendance and tardy log, School Social Worker communication log, and Administration Parent Communication Log.	6/10/2016 daily
G3.B1.S1.A4	All teachers will attend weekly grade level PLC meetings with administration	Quisenberry, Bethany	8/24/2015	Weekly PLC meeting agendas and minutes to the meeting, student	6/10/2016 weekly

**Lee - 0251 - Franklin Park Elementary School - 2015-16 SIP**  
*Franklin Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to review standards based data. Data reviewed will then determine standards that will be focused on for Intervention the following week. Teachers and Instructional Coaches will also share best practices for teaching these standards.			concept checkpoint data, quarterly STAR data, Math Baseline and Mid-year data, Writing Baseline and Mid-year data, Science Baseline and Mid-year data, student work samples, and student intervention planning sheet.	
G4.B1.S1.A4	The Principal will email a weekly newsletter to all staff with information on the upcoming week. Included in the newsletter will be a slide show of pictures of great things happening in the school. Teacher's and Classrooms will be showcased that are positive examples.	Quisenberry, Bethany	8/17/2015	copy of newsletters	6/10/2016 weekly
G1.B1.S1.A5	Students will participate in a school wide Science Fair. Grades K-2 will have a class Science Experiment, Grade 3 will have a partner Science Experiment, and in grades 4 & 5 students will have an individual Science Experiment.	Garcia, Anne	4/4/2016	Science Fair Experiments, Lesson Plans, Administration Walk Throughs	5/27/2016 every-2-months
G2.B1.S1.A5	Parent Involvement Specialist will provide monthly parent programs and information.	Cason, Tiffany	8/24/2015	Parent Involvement Newsletters and Flyers, Sign In Sheets, and Program Agendas.	6/10/2016 monthly
G3.B1.S1.A5	All teachers will attend monthly grade level extended standards based planning. All teachers will receive a substitute for half of the instructional day to meet with Instructional Coaches and their teams to plan for the upcoming academic concept.	Remy, Lacie	8/24/2015	Standards based grade level concept planning map (integration of science and social studies in ELA with writing, speaking, and listening tasks), facilitated by academic coaches and teacher leaders, Oncourse Lesson Planner, agenda and minutes to the meeting, and shared best practices among teachers.	6/10/2016 monthly
G4.B1.S1.A5	The Principal will write personalized thank you cards to every staff member in the beginning of the school year, Winter Break, and before spring break.	Quisenberry, Bethany	8/17/2015	Principal Log of Thank You letters	4/29/2016 quarterly
G1.B1.S1.A6	The Science Department will host a Science Family Night in January with guests from SWFL Fossil Club, Ranger Becky from Ding Darling National Wildlife Refuge, and the Astronomical Society.	Garcia, Anne	1/22/2016	Parent Sign In Sheets, Parent and Student Survey, Guest Sign In Sheet	one-time
G2.B1.S1.A6	Administration will use Social Media to advertise school events and profile positive activities during the school day.	Waltman, Francine	8/24/2015	School Twitter Account, School Facebook Account	6/10/2016 daily
G3.B1.S1.A6	Academic Coaches will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support .	Quisenberry, Bethany	8/24/2015	Academic coaches weekly schedule, lesson plans, provide professional development and resources based on data, create common assessments, daily instruction of integrated studies (integration of science, writing, and reading as a rotation in the special areas rotation), attend weekly PLC admin meetings, and teacher survey.	6/10/2016 weekly
G4.B1.S1.A6	Each month the school Sunshine Committee will have a birthday celebration in the beginning of the faculty training for all employees that have a birthday that month. Grade level teams will take turns providing cake and snacks.	Scheidemanterl, Jessica	8/17/2015	faculty training agendas	6/10/2016 monthly

**Lee - 0251 - Franklin Park Elementary School - 2015-16 SIP**  
*Franklin Park 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.A7	The Science Coach will push into 5th grade classrooms during their Intervention Block to provide small group instruction to students for science standards, The Science Coach will monitor the Science Standards Data provided by the CASTLE Program to determine which students and standards will be instructed.	Garcia, Anne	9/14/2015	CASTLE Standards Reports, Science Coach Lesson Plans, Student Data Binders	6/10/2016 daily
G2.B1.S1.A7	Administration will set a school wide goal each week for student tardies. For example, our goal for student tardies this week is 25 students, as of today we have 15 students that have been tardy. A sign will be created to display in the front office with the goal. It will also be displayed on social media pages and our school website.	Hunter, Tamara	8/24/2015	Daily tardy log, social media account pages	6/10/2016 weekly
G3.B1.S1.A7	Teacher Leaders will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support.		8/24/2015	Teacher Leader weekly schedule, lesson plans, provide professional development and resources based on data, create common assessments, teacher survey, bi-monthly meetings with district level teacher leader specialist to reflect and plan, individual teacher coaching, weekly grade level meetings, behavior management strategy model and techniques, lesson models, push in intervention support, pull out intervention support, teacher walk about (non-evaluative classroom walk-throughs with individual teachers to observe best practices through observation), attend weekly PLC admin meetings, and teacher mentors.	6/10/2016 weekly
G4.B1.S1.A7	Each quarter administration will have staff complete a survey on engagement to gain feedback on areas that need improvement.	Quisenberry, Bethany	8/17/2015	quarterly survey results	6/10/2016 quarterly
G2.B1.S1.A8	Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family Academic Night will have a different subject area focus. Each Family Academic Night will have fun, engaging activities for parents and students.	Scheidemanterl, Jessica	8/24/2015	Monthly Calendars, Event Flyers, Sign In Sheets	6/10/2016 monthly
G4.B1.S1.A8	The school Sunshine Committee will create a calendar of events for staff to attend outside of school. For example, bowling night, dinner at a restaurant, Holiday Party, and movie night.	Scheidemanterl, Jessica	8/17/2015	calendar of events, email reminders	6/10/2016 monthly
G2.B1.S1.A9	Student Led Conferences will be held at the end of first quarter and third quarter. Students will lead these parent conferences showcasing their student data binders.	Morgan, Stacia	11/10/2015	Monthly Calendars, Sign In Sheets	3/25/2016 quarterly
G4.B1.S1.A9	Each month administration will give a small thank you present to all staff. For example, provide breakfast, provide lunch, doughnut and coffee cart.	Quisenberry, Bethany	8/17/2015	Principal log of events, email reminders	6/10/2016 monthly

**Lee - 0251 - Franklin Park Elementary School - 2015-16 SIP**  
*Franklin Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A10	Students will receive a special award each quarter for no tardies and perfect attendance.	Kendrick, Amanda	8/24/2015	quarterly attendance and tardy reports	6/10/2016 quarterly
G4.B1.S1.A10	At the beginning of each faculty training, a motivational activity will be facilitated for staff by administration.	Quisenberry, Bethany	8/17/2015	Faculty Training agendas and minutes	6/10/2016 biweekly
G1.MA1	District Baseline, Mid-year, and Checkpoint data will be analyzed to determine student growth.	Quisenberry, Bethany	8/24/2015	Baseline Data, Mid-Year Data, Checkpoint Data	6/10/2016 quarterly
G1.B1.S1.MA1	Administration will meet with teacher teams on 4th grade, 5th grade, and the science resource teacher each week to discuss student needs.	Quisenberry, Bethany	8/24/2015	PLC meeting agendas and minutes	6/10/2016 weekly
G1.B1.S1.MA1	Data from Science Common Assessments will be monitored in PLC meetings each week. Data will be used to then determine standards that need to be retaught.	Quisenberry, Bethany	8/24/2015	CASTLE data, Performance Matters Data	6/10/2016 weekly
G2.MA1	Parents will complete surveys to give feedback on all activities and strategies.	Hunter, Tamara	8/24/2015	survey results	6/10/2016 monthly
G2.B1.S1.MA1	Monthly Leadership meetings to review parent involvement activities. Monthly discussion at staff meetings to review effectiveness of strategies.	Sanon, David	8/24/2015	Leadership and Staff Meeting Agendas and Minutes	6/10/2016 monthly
G2.B1.S1.MA1	Monthly meeting with leadership team to discuss and plan school based functions. Monthly meeting with social worker, administration, and parent involvement specialist to review attendance reports.	Hunter, Tamara	8/24/2015	Leadership agenda and minutes, meeting minutes, attendance reports, sign in sheets	6/10/2016 monthly
G3.MA1	Standards reports from CASTLE, Performance Matters, and STAR will be run to determine individual student growth. District provided student growth graphs of STAR standards for grades 4th & 5th.	Quisenberry, Bethany	10/22/2015	CASTLE reports, Performance Matters Student Item Analysis Report, STAR Standards Growth Report, Student Data Binders, and PLC admin meeting agendas and minutes.	6/10/2016 monthly
G3.B1.S1.MA1	Standards reports from CASTLE, Performance Matters, and STAR will be run to determine individual student growth.	Quisenberry, Bethany	10/22/2015	CASTLE reports, Performance Matters Student Item Analysis Report, STAR Standards Growth Report, Student Data Binders, and PLC admin meeting agendas and minutes.	6/10/2016 monthly
G3.B1.S1.MA1	Standards based data will be utilized in weekly PLC meetings with administration.	Quisenberry, Bethany	10/22/2015	PLC agenda and minutes, monthly data chats with instructional staff, all common assessments entered into Performance Matters and reviewed in meetings.	6/10/2016 weekly
G4.MA1	The data that will be collected to monitor school progress toward this goal is Staff Surveys, Reflection Journals, Faculty Training Discussions and Feedback, and the Gallup Teacher Engagement Survey.	Quisenberry, Bethany	8/24/2015	Gallup Teacher Engagement Survey, Administration Quarterly Survey, Reflection Journals, Faculty Training Meeting Minutes	6/10/2016 annually
G4.B1.S1.MA1	Weekly conversations and anonymous feedback through surveys will be used to determine the effectiveness of implemented strategies.	Quisenberry, Bethany	8/24/2015	surveys	6/10/2016 monthly
G4.B1.S1.MA1	Quarterly Teacher Surveys, weekly reflection journals, and discussion in PLC meetings will be used.	Waltman, Francine	8/12/2015	survey results, minutes to the meetings	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.*

### **G2.** Increase Parent Involvement in School Based Functions and Awareness of Early Warning Indicators.

**G2.B1** Communication systems are not currently in place to provide parents information on "the role of a parent with school", classroom, and school wide procedures and programs that are available.

**G2.B1.S1** Establish effective school to home and home to school communication

#### **PD Opportunity 1**

Teachers and administration will use the ParentLink system to communicate events with parents.

##### **Facilitator**

Francine Waltman

##### **Participants**

all teachers, administrators, Parent Involvement Specialist

##### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### **G3.** 100% of instructional teachers will use data to differentiate and drive instruction.

**G3.B1** Performance Matters is our current system for tracking data. This system does not track the student's progression of standards from each assessment over time.

**G3.B1.S1** Utilize the CASTLE Program to track the student progression of standards over time.

#### **PD Opportunity 1**

Every teacher will be trained to use Castle to track standards.

##### **Facilitator**

Anne Garcia

##### **Participants**

All teachers

##### **Schedule**

Quarterly, from 10/22/2015 to 6/10/2016

## **PD Opportunity 2**

All teachers will use weekly Standards Based Formative Assessments.

### **Facilitator**

Joy Hunter

### **Participants**

All Instructional Teachers

### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

## **PD Opportunity 3**

All teachers will create and use Student Data Binders. All Student Data Binders will have standards based graphs for reading, math, and science.

### **Facilitator**

Stacia Morgan

### **Participants**

All Instructional Teachers and Instructional Paraprofessionals

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

## **PD Opportunity 4**

Academic Coaches will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support .

### **Facilitator**

Jessica Buen

### **Participants**

All instructional teachers

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

## 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	All 4th and 5th grade students will go to the Science Lab each day for a 45 minute block. The Science Resource Teacher and the Classroom teacher will team teach the science content by incorporating the reading of the science concept and the lab experiment.	\$0.00
2	G1.B1.S1.A2	Florida Gulf Coast University Students will partner with the Science Coach to facilitate an after school STEM program for 5th grade students. Students will participate in Science Activities for an hour after school two days a week for 9 weeks.	\$0.00
3	G1.B1.S1.A3	The Science Resource Teacher will have Guest Speakers and Presentations for a variety of Science Content. A Meteorologist will present when learning about weather, NASA/ JPL Solar System Ambassador, and Mosquito Control Education Program are just a few examples.	\$0.00
4	G1.B1.S1.A4	4th and 5th grade students will go on science related field trips each month. The Imaginarium, Edison Ford Winter Estates, Ding Darling National Wildlife Refuge, Enhanced Mudflats, SWFL History Museum are a few of the trips that students will participate in.	\$0.00
5	G1.B1.S1.A5	Students will participate in a school wide Science Fair. Grades K-2 will have a class Science Experiment, Grade 3 will have a partner Science Experiment, and in grades 4 & 5 students will have an individual Science Experiment.	\$0.00
6	G1.B1.S1.A6	The Science Department will host a Science Family Night in January with guests from SWFL Fossil Club, Ranger Becky from Ding Darling National Wildlife Refuge, and the Astronomical Society.	\$0.00
7	G1.B1.S1.A7	The Science Coach will push into 5th grade classrooms during their Intervention Block to provide small group instruction to students for science standards, The Science Coach will monitor the Science Standards Data provided by the CASTLE Program to determine which students and standards will be instructed.	\$0.00
8	G2.B1.S1.A1	Teachers will use Agenda Books daily to communicate with parents.	\$0.00
9	G2.B1.S1.A10	Students will receive a special award each quarter for no tardies and perfect attendance.	\$0.00
10	G2.B1.S1.A2	Teachers and administration will use the ParentLink system to communicate events with parents.	\$0.00
11	G2.B1.S1.A3	Administration and teachers will send home monthly newsletters to parents. Each grade level will create a grade level newsletter each month communicating standards that will be focused on that month and events specific to that grade level. Administration will send home a school wide newsletter each month. Parent Involvement Specialist will send home flyers for all school events.	\$0.00
12	G2.B1.S1.A4	School Information Specialist will communicate with administration when a student acquires more than 5 tardies. Administration will then contact the parent. Administration will communicate with School Social Worker when a student acquires more than 10 tardies to make a home visit.	\$0.00
13	G2.B1.S1.A5	Parent Involvement Specialist will provide monthly parent programs and information.	\$0.00



## Budget Data

14	G2.B1.S1.A6	Administration will use Social Media to advertise school events and profile positive activities during the school day.	\$0.00
15	G2.B1.S1.A7	Administration will set a school wide goal each week for student tardies. For example, our goal for student tardies this week is 25 students, as of today we have 15 students that have been tardy. A sign will be created to display in the front office with the goal. It will also be displayed on social media pages and our school website.	\$0.00
16	G2.B1.S1.A8	Each month the school will have a SAC meeting followed by a Family Academic Night. Each Family Academic Night will have a different subject area focus. Each Family Academic Night will have fun, engaging activities for parents and students.	\$0.00
17	G2.B1.S1.A9	Student Led Conferences will be held at the end of first quarter and third quarter. Students will lead these parent conferences showcasing their student data binders.	\$0.00
18	G3.B1.S1.A1	Every teacher will be trained to use Castle to track standards.	\$0.00
19	G3.B1.S1.A2	All teachers will use weekly Standards Based Formative Assessments.	\$0.00
20	G3.B1.S1.A3	All teachers will create and use Student Data Binders. All Student Data Binders will have standards based graphs for reading, math, and science.	\$0.00
21	G3.B1.S1.A4	All teachers will attend weekly grade level PLC meetings with administration to review standards based data. Data reviewed will then determine standards that will be focused on for Intervention the following week. Teachers and Instructional Coaches will also share best practices for teaching these standards.	\$0.00
22	G3.B1.S1.A5	All teachers will attend monthly grade level extended standards based planning. All teachers will receive a substitute for half of the instructional day to meet with Instructional Coaches and their teams to plan for the upcoming academic concept.	\$0.00
23	G3.B1.S1.A6	Academic Coaches will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support .	\$0.00
24	G3.B1.S1.A7	Teacher Leaders will assist all teachers in Lesson Models, Intervention Support, and Small Group Student Support.	\$0.00
25	G4.B1.S1.A1	Staff members will be nominated by other staff members for the Weekly Staff Hero. Staff members will email Francine Waltman each week who they would like to nominate for Staff Hero and why. Each Friday Ms. Waltman will email all Personnel the list of Hero Nominations and what they did to be nominated. Two people will be randomly selected from the list to be the Staff Hero and will park in the Staff Hero assigned parking spot.	\$0.00
26	G4.B1.S1.A10	At the beginning of each faculty training, a motivational activity will be facilitated for staff by administration.	\$0.00
27	G4.B1.S1.A2	Administration will give "You Hit a Home Run" award to teachers and staff at each Faculty Training and/or meeting. These awards will serve as jeans passes. The award will be for recognition of staff members that go above and beyond their job.	\$0.00
28	G4.B1.S1.A3	Administration will create a Reflection Journal for each teacher during per-school week. Teacher's will bring their Reflection Journals to each meeting and Professional Development. At all meetings and PD, administration will provide an activity for teacher's to reflect in their journals.	\$0.00
29	G4.B1.S1.A4	The Principal will email a weekly newsletter to all staff with information on the upcoming week. Included in the newsletter will be a slide show of pictures of great things	\$0.00

## Budget Data

		happening in the school. Teacher's and Classrooms will be showcased that are positive examples.	
30	G4.B1.S1.A5	The Principal will write personalized thank you cards to every staff member in the beginning of the school year, Winter Break, and before spring break.	\$0.00
31	G4.B1.S1.A6	Each month the school Sunshine Committee will have a birthday celebration in the beginning of the faculty training for all employees that have a birthday that month. Grade level teams will take turns providing cake and snacks.	\$0.00
32	G4.B1.S1.A7	Each quarter administration will have staff complete a survey on engagement to gain feedback on areas that need improvement.	\$0.00
33	G4.B1.S1.A8	The school Sunshine Committee will create a calendar of events for staff to attend outside of school. For example, bowling night, dinner at a restaurant, Holiday Party, and movie night.	\$0.00
34	G4.B1.S1.A9	Each month administration will give a small thank you present to all staff. For example, provide breakfast, provide lunch, doughnut and coffee cart.	\$0.00
<b>Total:</b>			<b>\$0.00</b>