Hillborough County Public Schools

Forest Hills Elementary School

2015-16 School Improvement Plan

Forest Hills Elementary School

10112 N OLA AVE, Tampa, FL 33612

[no web address on file]

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	84%

School Grades History

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

*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 Hillsborough 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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To empower our students with knowledge, through positive interactions and facilitation of learning.

Provide the school's vision statement

Every student will become a productive, proud and positive member of their community.

School Environment

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

Forest Hills has taken the first six weeks of school to establish a climate of warmth and safety. Teachers hold morning meetings everyday. This time is used to introduce students to the people in the classroom and school community. They are also introduced to the classroom and school environment as well as the expectations that the teachers will hold them accountable for. Morning meetings are a way of students to get to know each other and their teacher. Students develop their socialization skills and learn to treat each other like a family of learners. All of our morning meetings follow our school wide policy Be Responsible, Be Kind and Be Safe.

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

In order to manage and motivate the behavior of our school family effectively, Forest Hills Elementary has implemented the following school-wide discipline plan for success. This plan will enhance self-concept, build responsibility, and create a productive learning environment. Used in conjunction with our Character Education Program, our plan will encourage and reinforce appropriate behavior with all students.
The faculty and staff of Forest Hills Elementary believe all students can behave appropriately and we will provide the best curriculum and environment necessary for optimum educational growth. To facilitate this and in order to guarantee all students in the classroom the excellent learning climate they deserve, certain expectations and consequences have been developed. Through home and school working together, we can aid students in making appropriate decisions governing their behavior.
School Wide Expectations
1. Be Responsible.
2. Be Kind.
3. Be Safe.
These expectations are school-wide and will be visible to all students, parents, visitors and volunteers.

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

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School Wide Expectations

1. Be Responsible.
2. Be Kind.
3. Be Safe.

These expectations are school-wide and will be visible to all students, parents, visitors and volunteers.

Along with these expectations our school is utilizing PBS(positive behavior support) alongside CHAMPS. We have a committee that has attended the PBS training and has been training the rest of our staff. About 75% of the teachers have also been trained with CHAMPS and are currently using this school wide behavior system with fidelity.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

Promptly at 8:00am attendance will be taken according to procedures outlined by the Data Processor. Any child/parent arriving at your door after the 8:00 am bell will be instructed by the classroom teacher to go to the main office to sign the child in tardy. No staff member will accept a child into his or her classroom after 8:00 am without a tardy slip from the main office. Punctuality must be taught and uniformly enforced school wide.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.

Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.

Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/ or enrichment support).

Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FCAT score
Early warning system data can come from the following sources:
**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.
FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/ PLCs/Individual teachers.
DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.
SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.
FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.
CELLA: Sagebrush (IPT); ELL/PSLT Representative.
TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.
DRA-2: School generated excel database; Individual teacher.
**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.
FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.
CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.
RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.
**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.
DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.
DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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	K	1	2	3	4	5	Total
Attendance below 90 percent	17	34	48	33	29	26	187
One or more suspensions	1	1	7	19	11	20	59
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	K	2	3	4	5	Total
Students exhibiting two or more indicators	1	4	6	2	5	18

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

The purpose of the core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/ enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
Implementation and support of PLCs
Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 available at the school site.

Description

Forest Hills works hard at building positive relationships with families. The school hosts different family nights like science night, read-o-ween, math night etc, to invite students and families to come out and enjoy a fun filled night at our school. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website. We

make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences.

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

Forest Hills Elementary has partnered with Forest Hills Presbyterian Church to help increase student achievement. This community partner volunteers at our school providing classroom assistance to teachers and students. This partner also sponsors the Brave of the Month Program including incentives for students. In addition the church provides incentives for teachers and supports them in reaching their students and parents.

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
Hermann, Shelly	Principal

Duties

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

The leadership team includes:
• Principal
• Assistant Principal
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
• ESE teacher
• PLC Liaisons for each grade level, K-5
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior team Representative/Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)
The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation

from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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 an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
o Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
o Develop and target interventions based on confirmed hypotheses.
o Identify appropriate progress monitoring assessments to be administered at regular intervals

matched to the intensity of the level of instructional/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?
At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.
To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.
To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:
• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
• Strengthen Tier 1 core instruction by:

o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
o Supporting PLCs with planning and delivering rigorous core instruction.
o Ensuring opportunities for common assessments are provided across each grade level.
o Reviewing common assessment data to monitor students Response to Core Instruction.
o Monitoring the fidelity of instructional practices.
Title I, Part A
Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.
Title III
Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners
Title X- Homeless
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
NA
Headstart
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
NA
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Soto	Teacher
Larry White	Teacher
Shelly Hermann	Teacher

Duties

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

Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

Describe the use of SAC funds.
Forest Hills Elementary
SAC BUDGET
2014-2015

SIP Goal(s): Strengthen core instruction to increase student achievement by using data in PLC's and planning rigorous lessons focused on student centered learning.

List Strategy or Action Step (from your SIP) that the expenditure will support. Description of Resources that improves student achievement or student engagement. (What it is you want to spend money on and how it will assist you in your efforts, briefly.)

All curriculum goals: engagement in rigorous academic learning activities across content areas that support all standards. The Forest Hills Staff, Administration and SAC Committee agree to use the funds to purchase necessary technological programs to increase and/or maintain instructional engagement in all classrooms.

Brainpop Subscription
$1350

Reading goal: 65% of students will make learning gains as measured by the 2015 reading FSA. The Forest Hills Staff, Administration and SAC Committee agree to use the funds to purchase necessary instructional materials to support rigorous academic learning. Items include: books for close reading modules, highlighter tape for text coding

Bats at the Beach By: Gail Gibbons
The Story of Ruby Bridges
Bear Snores On
EZREAD Sound box kit
$250

Reading goal:59% of students will score proficient in the reading FSA Headphones to support I-station in the computer labs for Tier 2 interventions
$155

Attendance rate goal: Our attendance rate will increase to 95%
Attendance Incentives $100

Suspension goal: Students with one or more suspensions in or out of school will decrease by 25%
Discipline Incentives $100

Math goal: 58% of students will score proficient in math as measured by the 2015 math FSA The Forest Hills Staff, Administration and SAC Committee agree to use the funds to purchase necessary instructional materials to support rigorous academic learning in math. Items include:

Ten-Frame stamp
Magnetic Double ten-frame dry erase demonstration board kit $220

Science goal: 45% of students will score proficient in the FCAT 2.0 science assessment Committee agrees to use funds to purchase necessary instructional materials to support rigorous academic learning in science.

Solar kit snap circuit mini kits
Battery Kit polygon engineer
Turning Fork set
$500

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
Hermann, Shelly	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:
Principal
Assistant Principals
Reading Coach/Resource Teacher
ESE Teacher
Grade Level Representatives
The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.
The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings
Core Beliefs:
• No school can help all students achieve at high levels if teachers work in isolation.
• Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
• PLCs measure their effectiveness on the basis of results rather than intentions.
• All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
• All staff members receive relevant and timely information on their effectiveness in achieving intended results.
• PLC meetings will be regularly scheduled.
Essential Characteristics of a PLC
• Shared mission, vision, values, goals
• Educators in a PLC benefit from clarity regarding their shared purpose, a common
understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
• Collaborative teams focused on learning
• In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
• Collective inquiry

• Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
• Action orientation and experimentation
• Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
• Commitment to Continuous improvement
• Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
? Gathering evidence of current levels of student learning
? Developing strategies and ideas to build on strengths and address weaknesses in that learning
? Implementing the strategies and ideas
? Analyzing the impact of the changes to discover what was effective and what was not
? Applying the new knowledge in the next cycle of continuous improvement
• Results orientation
• Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.
The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully

implemented in 2013-14. The Common Core (CC) standards may be accessed at:
http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.
PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rt/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:
Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings
Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior

curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,520

Main focus of the program is the improvement of math and reading skills; ie, comprehension, inferencing, drawing conclusion, fact vs opinion, and evaluating author's purpose. Teacher will collaborate using a variety of strategies such as close reading to increase students performance.

Strategy Rationale

Many students need more time for learning and that additional time for learning needs to happen in engaging and relevant ways. Qualified instructors will engage students in small group and one-on-one instruction applying rigorous lessons to enhance student's comprehension and understanding

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kitchen, Otis, otis.kitchen@sdhc.k12.fl.us

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

Data will be collected through pre-assessments, formal test, informal test, teacher observations, and performance task completion and compiled to determine which students meet the criteria for the program. Students will be assessed on a regular basis throughout the program for growth, and to show the effectiveness of the program.

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures

of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Strengthen the core instruction to increase student achievement by using data in PLC's and planning rigurous lessons focused on student engaged learning.

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. Strengthen the core instruction to increase student achievement by using data in PLC's and planning rigorous lessons focused on student engaged learning. 1a

G074189

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	45.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	75.0
CELLA Listening/Speaking Proficiency	65.0
CELLA Reading Proficiency	34.0
CELLA Writing Proficiency	30.0
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Attendance rate	95.0
One or More Suspensions	25.0

Resources Available to Support the Goal 2

- Professional Development Oppurtunities
- EET Rubric
- Resource Personnel
- Data
- Curriculum
- Instruction Map
- District Support

Targeted Barriers to Achieving the Goal 3

- Technology

- School Culture

- Effective use of PLC

Plan to Monitor Progress Toward G1. `8`

Increased student achievement

Person Responsible

Shelly Hermann

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Common assessments data District Baseline and Mid-Year Testing FAIR

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. Strengthen the core instruction to increase student achievement by using data in PLC's and planning rigurous lessons focused on student engaged learning. 1

🔑 G074189

G1.B1 Technology 2

🔑 B193686

G1.B1.S1 Technology will be made available to teachers to use with the students. More classrooms will be equipped with smart boards and tablets. The technology resource teacher will be available for coaching cycles and will provide staff with training opportunities on effective ways of using technology to engage students in learning. 4

🔑 S205235

Strategy Rationale

The use of technology in the classroom will increase student engagement.

Action Step 1 5

Review the inventory of the technology teachers have available in their classrooms

Person Responsible

Shelly Hermann

Schedule

On 9/18/2015

Evidence of Completion

Inventory checklist

Action Step 2 `5`

More classrooms will be equipped with smart boards and tablets.

Person Responsible

Shelly Hermann

Schedule

Annually, from 12/4/2015 to 12/11/2015

Evidence of Completion

Inventory checklist to include the new technology made available to classrooms.

Action Step 3 `5`

Technology resource teacher will implement coaching cycles and provide training on how to effectively use technology to engage students in learning.

Person Responsible

Shelly Hermann

Schedule

Monthly, from 1/4/2016 to 5/20/2016

Evidence of Completion

Coaching cycle logs

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

Teachers will have coaching cycles logs to turn in.
Administration will conduct walk through to monitor fidelity.

Person Responsible

Shelly Hermann

Schedule

Monthly, from 2/1/2016 to 5/20/2016

Evidence of Completion

Coaching cycle logs will be collected, training sign in sheets and administrative walk through will show evidence of completion.

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

Teachers meet with Leadership team during Data Chats & Academic Reviews to discuss the correlation between the new use of technology and student engagement.

Person Responsible

Shelly Hermann

Schedule

Monthly, from 3/7/2016 to 5/20/2016

Evidence of Completion

Progress Monitoring Teacher Data, Administrative walk throughs focused on student engagement and learning. Teacher surveys of technology implementation. Tracking of the Technology Resource Teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)

G1.B2 School Culture `2`

🔧 B193687

G1.B2.S1 Forest Hills Elementary is committed to developing a family environment amongst teachers, students, and families. `4`

🔧 S205236

Strategy Rationale

Creating a positive school culture amongst all stakeholders will help increase student achievement.

Action Step 1 `5`

Teacher celebrations will be conducted monthly to recognize accomplishments

Person Responsible

Shelly Hermann

Schedule

On 6/7/2016

Evidence of Completion

teacher sign in log

Action Step 2 `5`

There will be a school wide "character trait" to focus on monthly to promote and model great character through morning meetings.

Person Responsible

Shelly Hermann

Schedule

On 6/10/2016

Evidence of Completion

morning meeting lesson plans reflecting the monthly character trait

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

Sign in logs will be collected in the monthly celebrations

Person Responsible

Shelly Hermann

Schedule

Annually, from 9/1/2015 to 6/10/2016

Evidence of Completion

Sign in logs

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

morning meeting lesson plans to reflect the monthly character trait

Person Responsible

Shelly Hermann

Schedule

On 6/10/2016

Evidence of Completion

lesson plans to reflect the monthly character trait

G1.B3 Effective use of PLC `2`

🔧 B193688

G1.B3.S1 PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log `4`

🔧 S205237

Strategy Rationale

Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:
1. What is it we expect them to learn?
2. How will we if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

-Grade level//Vertical PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log.
-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.

Action Step 1 `5`

Grade level//Vertical PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on a log.

Person Responsible

Shelly Hermann

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

-PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.

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

-PLCS turn their logs into administration after a unit of instruction is complete.
-PLCs receive feedback on their logs.
-Administrators attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis.

Person Responsible

Shelly Hermann

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

-PLCS turn their logs into administration after a unit of instruction is complete. -Team Leaders will meet monthly with administration to collaborate. Team leaders will discuss grade level/subject area curriculum planning, reflection and data analysis.

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

Team Leaders will meet with Leadership team monthly during Data Chats & Academic Reviews to discuss SMART goal outcomes.

Team Leaders will meet with administration to collaborate. Team Leaders will discuss grade level/ subject area curriculum planning, reflection and data analysis.

Person Responsible

Shelly Hermann

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.

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	Review the inventory of the technology teachers have available in their classrooms	Hermann, Shelly	9/14/2015	Inventory checklist	9/18/2015 one-time
G1.B2.S1.A1	Teacher celebrations will be conducted monthly to recognize accomplishments	Hermann, Shelly	9/1/2015	teacher sign in log	6/7/2016 one-time
G1.B3.S1.A1	Grade level//Vertical PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on a log.	Hermann, Shelly	9/7/2015	-PLCS turn their logs into administration after a unit of instruction is complete. - PLCs receive feedback on their logs. - Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	6/10/2016 biweekly
G1.B1.S1.A2	More classrooms will be equipped with smart boards and tablets.	Hermann, Shelly	12/4/2015	Inventory checklist to include the new technology made available to classrooms.	12/11/2015 annually
G1.B2.S1.A2	There will be a school wide "character trait" to focus on monthly to promote and model great character through morning meetings.	Hermann, Shelly	9/7/2015	morning meeting lesson plans reflecting the monthly character trait	6/10/2016 one-time
G1.B1.S1.A3	Technology resource teacher will implement coaching cycles and provide training on how to effectively use technology to engage students in learning.	Hermann, Shelly	1/4/2016	Coaching cycle logs	5/20/2016 monthly
G1.MA1	Increased student achievement	Hermann, Shelly	9/7/2015	Common assessments data District Baseline and Mid-Year Testing FAIR	6/10/2016 monthly
G1.B1.S1.MA1	Teachers meet with Leadership team during Data Chats & Academic Reviews to discuss the correlation between the new use of technology and student engagement.	Hermann, Shelly	3/7/2016	Progress Monitoring Teacher Data, Administrative walk throughs focused on student engagement and learning. Teacher surveys of technology implementation. Tracking of the Technology Resource Teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)	5/20/2016 monthly
G1.B1.S1.MA1	Teachers will have coaching cycles logs to turn in. Administration will conduct walk through to monitor fidelity.	Hermann, Shelly	2/1/2016	Coaching cycle logs will be collected, training sign in sheets and administrative walk through will show evidence of completion.	5/20/2016 monthly
G1.B2.S1.MA1	morning meeting lesson plans to reflect the monthly character trait	Hermann, Shelly	9/7/2015	lesson plans to reflect the monthly character trait	6/10/2016 one-time
G1.B2.S1.MA1	Sign in logs will be collected in the monthly celebrations	Hermann, Shelly	9/1/2015	Sign in logs	6/10/2016 annually
G1.B3.S1.MA1	Team Leaders will meet with Leadership team monthly during Data Chats & Academic Reviews to discuss SMART goal outcomes. Team Leaders will meet with administration to collaborate. Team Leaders will discuss grade level/subject area curriculum planning, reflection and data analysis.	Hermann, Shelly	9/7/2015	PLCS turn their logs into administration after a unit of instruction is complete. - PLCs receive feedback on their logs. - Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	6/10/2016 monthly
G1.B3.S1.MA1	-PLCS turn their logs into administration after a unit of instruction is complete. - PLCs receive feedback on their logs. - Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	Hermann, Shelly	9/7/2015	-PLCS turn their logs into administration after a unit of instruction is complete. - Team Leaders will meet monthly with administration to collaborate. Team leaders will discuss grade level/subject area curriculum planning, reflection and data analysis.	6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Strengthen the core instruction to increase student achievement by using data in PLC's and planning rigurous lessons focused on student engaged learning.

G1.B1 Technology

G1.B1.S1 Technology will be made available to teachers to use with the students. More classrooms will be equipped with smart boards and tablets. The technology resource teacher will be available for coaching cycles and will provide staff with training opportunities on effective ways of using technology to engage students in learning.

PD Opportunity 1

Technology resource teacher will implement coaching cycles and provide training on how to effectively use technology to engage students in learning.

Facilitator

Technology Resource

Participants

Instructional staff

Schedule

Monthly, from 1/4/2016 to 5/20/2016

Technical Assistance Items

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

G1. Strengthen the core instruction to increase student achievement by using data in PLC's and planning rigorous lessons focused on student engaged learning.

G1.B1 Technology

G1.B1.S1 Technology will be made available to teachers to use with the students. More classrooms will be equipped with smart boards and tablets. The technology resource teacher will be available for coaching cycles and will provide staff with training opportunities on effective ways of using technology to engage students in learning.

PD Opportunity 1

More classrooms will be equipped with smart boards and tablets.

Facilitator

Participants

Schedule

Annually, from 12/4/2015 to 12/11/2015

Budget

Budget Data

1	G1.B1.S1.A1	Review the inventory of the technology teachers have available in their classrooms	$0.00
2	G1.B1.S1.A2	More classrooms will be equipped with smart boards and tablets.	$0.00
3	G1.B1.S1.A3	Technology resource teacher will implement coaching cycles and provide training on how to effectively use technology to engage students in learning.	$0.00
4	G1.B2.S1.A1	Teacher celebrations will be conducted monthly to recognize accomplishments	$0.00
5	G1.B2.S1.A2	There will be a school wide "character trait" to focus on monthly to promote and model great character through morning meetings.	$0.00
6	G1.B3.S1.A1	Grade level//Vertical PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on a log.	$0.00
		Total:	$0.00