

Highlands Elementary School



2015-16 School Improvement Plan

Highlands Elementary School

1600 SHEPARD RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	65%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Seminole 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Highlands Elementary School is
We Believe.....
All children can be leaders
All children have genius
All children can create change
All children are in charge of their learning
All children have voice
We believe in developing the whole child

Provide the school's vision statement

Creating the leaders of tomorrow.

School Environment

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

This school year, we continued with our restructured approach to Meet the Teacher. This included having grade level presentations on a variety of subjects including policy, procedures, and curriculum delivered to the families. At the end of the presentation, teachers presented their class list and students and their families had an opportunity to visit their classrooms and become personally acquainted with their teachers. Approximately, 90% of student body attended this event with their families. Last year, our instructional staff participated in professional development on cultural relevance. As a follow-up to this training, our teachers are exhibiting a higher level of awareness.

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

Upon arrival and throughout the day, there is a high visibility of staff across the campus. Staff members are required to wear their district issued name badges at all times. Designated staff carry walkie-talkies. The front doors are locked and are video monitored throughout the day. A staff member needs to grant entry to visitors before they sign-in and obtain a visitor's pass. The classroom doors are locked throughout the day so that the teacher needs to be aware of who is entering and leaving the classroom.

During the day, students are supervised in the hallways and are only allowed to travel in the hallway with at least two other students. At arrival, dismissal, and lunch times, there are multiple staff members on duty to supervise students and ensure a safe environment. Upon entering their classrooms, students are personally greeted by their teachers at the door. Every morning on the television announcements, students recite the school mission statement.

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

Students start their day by reciting mission statement. This is based upon the Leader in Me philosophy. Our schoolwide PBS is based upon the acronym LEAD (Lend a helpful hand, Encourage Others, Always Listen, Do the Right Thing). Students who are caught following these rules are given the opportunity to sign the Paws-itive Leaders' book in the front office. Students are acknowledged and given a pencil and sticker. Once a month, boy and girl representatives from each grade level have a Paws-itive Leader lunch with administration and guidance. Each week, a student from each class goes on the news to receive a Leader of the Pack award for exhibiting good citizenship. If students do not follow the LEAD guidelines, the teacher intervenes. When necessary, students are sent with a LEAD alert to the front office. The students have to write a self-reflection response to their action after meeting with administration or guidance. The note is then sent to parents.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor conducts classroom visits. When needed she counsels students one-on-one and conducts small group counseling as referred. Mentoring opportunities are provided by the community. A group from an assisted living facility and a group of high school students regularly meet with our young readers. The school provides weekend food bags to Families in Transition.

Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	11	5	13	3	3	44
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	2	6	3	1	16
Level 1 on statewide assessment	0	0	0	22	0	0	22

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	8	15	16	14	9	65

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

Through the MTSS process, we identify all tier 1, 2 and 3 students. Our tier 3 students receive explicit instruction from two on-site certified teachers. We utilize a schoolwide acceleration structure to address the small group instructional needs of both tier 2 and 3 students in the classroom setting. Differentiated instruction is also occurring in the core instruction (tier 1).

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Logsdon, Lenore	Principal
Pisani, Michelle	Assistant Principal
Dimperio, Paula	Instructional Coach
Neff, Samantha	Instructional Coach
Nelson, Melissa	Guidance Counselor
Tillman-Sparrow, Hope	Other

Duties

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

Highlands Elementary annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Highlands Elementary will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Highlands Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Toni Laughrey	Teacher
Melanie Curry	Parent
Holly Hall	Teacher
Jennifer Pratt- Thomas	Teacher
Lenore Logsdon	Principal
Alicia Tiblier	Parent
Ebony Givens	Parent
Kira Turek	Parent
Cheri Marques	Parent
Amy Gabriel	Parent

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting of the 2015-2016 school year, we will summarize the plan from the previous year and the test results (if available). We will then discuss changes in the FSA testing and Leader in Me initiatives.

Development of this school improvement plan

SAC members were included in the development of the school improvement plan. The leadership team wrote the initial draft of the SIP. It will then be brought to the SAC for discussion and approval.

Preparation of the school's annual budget and plan

This year we have \$5694.93. Mrs. Logsdon discussed the needs of the school and the SAC helped to decide how it would be spent for the upcoming year. After having a discussion about our program of enrichment, Leader in Me, a discussion was held to have SAC money go toward this program. 100% of the SAC money will go to the Leader in Me for items such as professional development and Leader in Me symposium attendance. Mrs. Logsdon will provide updates on exactly how the money was being spent throughout the school year.

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

Last year's SAC voted to use the money on Leader in Me.

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
Dimperio, Paula	Instructional Coach
Logsdon, Lenore	Principal
Pisani, Michelle	Assistant Principal
Tillman-Sparrow, Hope	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT team will focus on the implementation of the new district ELA framework and Florida Standards.

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

Grade level teachers are given a double planning time once a week to collectively plan and study the curriculum.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given

materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Ongoing progress monitoring, occurs during MTSS, PLCs, and as common assessments are given. It is the foundation for the instructional programs. Formative assessments drive instruction daily. We have a school-wide intervention program where students are grouped based upon data to best meet their needs. Students who need additional support go through MTSS and receive additional instruction from our interventionists.

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: Before School Program

Minutes added to school year: 5,000

Students in grades 3-5 who show a need for additional academic support in reading or math are offered the opportunity to participate in a before school computer based tutorial.

Strategy Rationale

The computer program is implemented to increase the academic achievement at each student's individual learning level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dimperio, Paula, paula_dimperio@scps.k12.fl.us

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

Data is collected through iReady reports using biweekly monitoring.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All grade level teams will participate in weekly double block PLCs with the reading or math coach in order to deepen the knowledge as we unpack the Florida standards (LAFS and MAFS). We will ensure differentiated instruction is based on the following questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn? What will we do if they already know it?

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. All grade level teams will participate in weekly double block PLCs with the reading or math coach in order to deepen the knowledge as we unpack the Florida standards (LAFS and MAFS). We will ensure differentiated instruction is based on the following questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn? What will we do if they already know it? **1a**

Targets Supported

1b

 G074480

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	80.0

Resources Available to Support the Goal **2**

- Pat Goldman, District Writing Coordinator for Title I, is providing staff development in grade K-4.
- Common planning time / professional development in grade levels
- Reading Coach
- iReady
- Go Math!
- Math Coach
- Math and Reading Interventionists

Targeted Barriers to Achieving the Goal **3**

- New district ELA framework

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

Student data tracking folders and teachers' data tracking sheets on their common assessments

Person Responsible

Lenore Logsdon

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Students will keep a data tracking folder with their scores on their common assessments. Teachers will keep a data sheet to track the progress of their class. They will turn these sheets into administration periodically.

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. All grade level teams will participate in weekly double block PLCs with the reading or math coach in order to deepen the knowledge as we unpack the Florida standards (LAFS and MAFS). We will ensure differentiated instruction is based on the following questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn? What will we do if they already know it? **1**

 G074480

G1.B1 New district ELA framework **2**

 B194498

G1.B1.S1 PLCs will be dedicated to identifying the new components and resources that are found within the ELA frameworks and the DBQ initiative. **4**

 S206046

Strategy Rationale

Teachers need to collaborate on the successful implementation of the plan within their classrooms. This will help to ensure all students' needs are being met.

Action Step 1 **5**

Literacy Leadership Team will meet with grade level teams, Jane Moore, and Pat Goldman to help with the implementation of the new ELA framework.

Person Responsible

Paula Dimperio

Schedule

Biweekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Attendance and Participation in PLCs

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

Attendance and participation in 90 minute PLCs

Person Responsible

Michelle Pisani

Schedule

Biweekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

School PD / PLC Calendar

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

iReady diagnostics will be given 3 times per year in reading and math.

Person Responsible

Michelle Pisani

Schedule

Semiannually, from 10/1/2015 to 5/26/2016

Evidence of Completion

School based data tracking sheets

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	Literacy Leadership Team will meet with grade level teams, Jane Moore, and Pat Goldman to help with the implementation of the new ELA framework.	Dimperio, Paula	8/17/2015	Attendance and Participation in PLCs	5/26/2016 biweekly
G1.MA1	Student data tracking folders and teachers' data tracking sheets on their common assessments	Logsdon, Lenore	8/17/2015	Students will keep a data tracking folder with their scores on their common assessments. Teachers will keep a data sheet to track the progress of their class. They will turn these sheets into administration periodically.	5/26/2016 weekly
G1.B1.S1.MA1	iReady diagnostics will be given 3 times per year in reading and math.	Pisani, Michelle	10/1/2015	School based data tracking sheets	5/26/2016 semiannually
G1.B1.S1.MA1	Attendance and participation in 90 minute PLCs	Pisani, Michelle	8/17/2015	School PD / PLC Calendar	5/26/2016 biweekly

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. All grade level teams will participate in weekly double block PLCs with the reading or math coach in order to deepen the knowledge as we unpack the Florida standards (LAFS and MAFS). We will ensure differentiated instruction is based on the following questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn? What will we do if they already know it?

G1.B1 New district ELA framework

G1.B1.S1 PLCs will be dedicated to identifying the new components and resources that are found within the ELA frameworks and the DBQ initiative.

PD Opportunity 1

Literacy Leadership Team will meet with grade level teams, Jane Moore, and Pat Goldman to help with the implementation of the new ELA framework.

Facilitator

Paula Dimperio

Participants

Grade level teachers

Schedule

Biweekly, from 8/17/2015 to 5/26/2016