

Polk County Public Schools

Gibbons Street Elementary School



2015-16 School Improvement Plan

Gibbons Street Elementary School

1860 GIBBONS ST E, Bartow, FL 33830

<http://schools.polk-fl.net/gibbons>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	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 Polk County School Board.

SIP Authority and Template

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

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

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

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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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To make conscious decisions to reach and teach ALL students.

Provide the school's vision statement

To create a safe learning environment while fostering responsibility, respect, and active learning in an effort to prepare our students for success in college, career, and citizenship.

School Environment

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

Teachers are required to review students' cumulative folders each year and conduct student data chats after each progress monitoring assessment period. As a Title One School, every attempt is made to conduct at least one parent conference for every student throughout the year. Family nights are also planned throughout the year in an effort to promote family and community involvement.

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

Gibbons Street Elementary School is a Positive Behavior Support School which emphasizes the use of preventative teaching and reinforcement based strategies. Established school-wide expectations are continuously taught and reinforced with all students throughout the year. In addition, students meeting or exceeding expectations are positively reinforced through specific, positive praise and incentives.

School-wide safety plans are developed and communicated to all staff each year. Student supervision is provided from 7:15 - 3:15 each day, unless extenuating circumstances warrant extensions. District-wide bullying prevention lessons are taught at the beginning of each year, and students and parents are encouraged to report cases of bullying through a bullying box, online reporting system or in person. Each reported case is investigated per district policy.

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

Student expectations and rules have been developed for every area of our school. The rules are taught and visibly posted so that students know what is expected of them at all times and all staff members consistently reinforce the school-wide expectations. All staff members receive PBS training at the beginning of each school year. All staff members are provided with a disciplinary flow chart at the beginning of the school year outlining classroom managed vs. office managed disciplinary matters. Adherence to the district's Code of Conduct is upheld with all office-managed disciplinary referrals.

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

As part of the PBS process, select students are provided with mentors through the Check-In, Check-Out system. The school's guidance counselor is readily available to meet with individual students or small groups of students on an as needed basis. Additionally, mental health counseling is available to qualifying students.

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

Using the data within IDEAS, staff members are able to track students' state assessment data, ESE/504/ELL/Lunch status, attendance record, out-of-school suspensions as well as overage students and retention status.

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	1	2	1	0	0	0	4
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	10	3	2	4	3	0	22
Level 1 on statewide assessment	0	0	0	0	6	19	25

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

After school tutoring is offered to select students in grades 3-5 identified as struggling in the areas of reading math and science (5th grade only). The master schedule affords additional time for remediation or acceleration in the area of reading and math for all students in grades K-5. During this time classroom teachers provide intensive intervention instruction to identified students. Reading Pals mentors sponsored through United Way are assigned to select kindergarten students identified as below grade level in reading and high school mentors from Bartow High School within the Teen Trendsetter program provide tutoring for select students in grades 1-2 identified as below grade level in reading.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193561>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Gibbons Street Elementary partners with Bartow High School to offer the Teen Trendsetters program one afternoon per week for students in first and second grade who are below level in the area of reading and Bartow High School students in the Future Educator's Academy provide weekly services to the students/staff of Gibbons Street. Additionally, Gibbons Street Elementary actively participates in the United Way Foundation's Reading Pal's Program where individual mentor/tutoring in the area of reading is provided to select Kindergarten students two days per week. We are also a host school for Polk Men Read whereby adult mentors meet weekly with a select group of boys/girls for the purpose of encourage and enjoying reading.

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
Browning, Michelle	Principal
Thomas, Patricia	Guidance Counselor
Timmons, Chabre	Assistant Principal
Mikolon, Diane	Instructional Coach
Socorro, Vivian	Instructional Coach
Lumbra, Kimberly	Instructional Media
Iefan, kristen	Teacher, K-12
Herman, Jane	Teacher, K-12
Bearden, Melissa	Teacher, K-12
Newton, Alexah	Teacher, K-12

Duties

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

Principal: (Required Member) The principal provides a common vision for the use of data-based decision –making and models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation

of MTSS school wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Attend district professional development offerings and communicate curriculum expectations regarding core instruction and assessment to colleagues, lead and participate in student data collection and delivery of Tier 1 instruction/intervention, collaborate with staff regarding implementation of Tier 2/3 interventions, and align instruction and materials to meet Tier 1, 2 and 3 support.

Reading/Math Coaches: Develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Facilitate regularly scheduled MTSS meetings with academic teachers for the purpose of ongoing progress monitoring, facilitate documentation and tracking of tier 2/3 academic and behavioral interventions, communicate with child-serving community agencies and district level support to support the students' academic, emotional, behavioral, and social success.

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 based Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The SBLT also fosters a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The Administrative Leadership Team (administrators, school-based, coaches and guidance counselor) will meet weekly and the entire SBLT will meet monthly to engage in the following activities:

- *Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.
- *Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- *Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- *Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Title I, Part A

Title I, Part A, funds school-wide services to Gibbons Street Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement

needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Gibbons Street Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. At Gibbons Street, these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Gibbons Street Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Hearth Homeless Student Advocate.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from prekindergarten to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Browning	Principal
Rodney White	Education Support Employee
Betty Drake	Business/Community
JoEllen Brogdon	Business/Community
Roderick Hudnell	Business/Community
Joseph Hammerberg	Teacher
Chabre Timmons	Education Support Employee
Vivian Socorro	Education Support Employee
Ruby Young	Business/Community
Paul Mudgett	Business/Community
Eric Hermelbracht	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the initial SAC meeting of the 2015-2016 school year, SAC members will review the 2015 School Grade and/or student achievement data as compared to the 2014-2015 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

Development of this school improvement plan

The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Preparation of the school's annual budget and plan

School Advisory Councils assists in the preparation, implementation, and evaluation of the School Improvement Plan, approval of the school's budget, lottery allocation and recognition funds.

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

The majority of Title One funds (\$105,755.00) were used to purchase personnel and pay teacher stipends for tutoring. While the district provided the school with a part-time math coach, Title One funds were allocated to purchase the additional half of the position in the amount of \$26,650.00. In addition, a full time Reading Interventionist was purchased costing \$68,685.00 and teacher stipends in the amount of \$10,420 was allocated for after school tutoring.

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
Browning, Michelle	Principal
Lumbra, Kimberly	Instructional Media
Newton, Alexah	Teacher, K-12
Mikolon, Diane	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes improvement in school-wide reading performance by monitoring student's performance on all progress monitoring assessments and identifying appropriate intervention strategies for individual students. Additionally, the LLT supports the Accelerated Reader Program and rewards students who participate. In addition, the LLT oversees the Reading Pals Program, Teen Trendsetters and Polk Men Read. A dedicated Reading Night is also provided to parents emphasizing appropriate literacy activities at home.

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

All grade level teachers are afforded common planning for the purpose of collaboration. Instructional coaches and administration meet with grade level teachers weekly by content area to facilitate the development of standards-based lesson and student tasks.

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

Monthly Professional Learning Communities are held with administration and instructional coaches for the purpose of data analysis and/or professional development. Daily common planning time is provided for all grade levels and weekly collaborative planning sessions are held to support teachers with standards-based lesson planning. The district-wide online RHS System is used to identify and recruit highly qualified and certified teachers and all qualifying new teachers are assigned a mentor teacher for support.

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

Mentor teachers assigned to all qualifying teachers to assist with curriculum development, classroom management, parent/teacher conferences, and progress monitoring of student performance data. In addition the school-based instruction coaches will mentor all struggling teachers through the coaching cycle.

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

Instructional coaches facilitate grade level collaborative planning by content area to ensure lesson plans, instructional resources and student tasks are aligned with Florida standards. Additionally, weekly observations with feedback are provided for teachers for the purpose of monitoring the instructional program.

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

All teachers are responsible for collecting and analyzing progress monitoring data for the purpose of aligning the instructional program with individual student needs. The school-wide instructional framework supports an daily allotment of time for differentiated instruction through literacy and math centers as well as an additional hour dedicated specifically for the purpose strengthening students' reading and writing skills or providing enrichment opportunities for students on or above grade level.

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:

Select students are provided with remediation on grade level standards in the areas of reading, math and science (5th grade only).

Strategy Rationale

After school tutoring will be provided in an attempt to close the achievement gap of struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Timmons, Chabre, chabre.timmons@polk-fl.net

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

Benchmark assessments will be administered to determine student growth.

Strategy: After School Program

Minutes added to school year: 2,520

After school tutoring will be provided to select students in grades 3-5 in the area of reading and math.

Strategy Rationale

Extra support/time for is provided to students in the areas of reading and math in an effort of increasing academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

FAIR FS, Reading Wonders weekly assessments, Go Math BOY, MOY, EOY assessments, MFAS weekly benchmark assessments: All data will be analyzed to determine individual students' progress towards mastery of FS Standards.

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

Gibbons Street Elementary School supports two Head Start classrooms in an effort to prepare students for a successful entrance into Kindergarten; however, a large portion of the students matriculating from the Gibbons Street Head Start program are zoned for and attend other K-5 schools. The relevant data from the COR, Ages and Stages, and High Scope assessments for those children is distributed to the respective schools for their use. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs.

Gibbons Street Elementary assists preschool children in transition from early childhood programs to elementary programs by hosting a kindergarten round-up each spring. At this time, parents and students are afforded the opportunity to visit active kindergarten classrooms, tour the school, complete registration information and ask questions.

An open Orientation is held each August for all grade levels for the purpose of meeting new teachers, touring the school, receiving supply lists, buying necessary school uniforms, receiving information regarding bus transportation, etc. At this time, parents and students are provided with a student handbook, Code of Conduct and other relevant information.

In the spring, all fifth grade students are afforded an opportunity to meet with representatives from the two local middle schools to learn about their respective special programs and select course offerings. Additionally, all fifth grade students are invited to participate in the district-wide WE3 Expo in November of each year to learn about the special schools and programs offerings throughout the district.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

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. Students are actively engaged in standards-based curriculum and instruction on a daily basis. 1a

G074521

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	66.0
AMO Math - African American	53.0
AMO Math - ED	59.0
AMO Math - ELL	53.0
AMO Reading - African American	53.0
AMO Reading - ED	62.0
AMO Reading - ELL	48.0
CELLA Writing Proficiency	100.0
FAA Writing Proficiency	100.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Collaborative Planning
- C-PALMS
- Reading Wonders
- Ongoing progress monitoring assessments
- Think Central
- Reflex Math
- Go Math
- 5E Science lessons in Moodle
- IBTP

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.
- Students' lack of grade level literacy, math, and science skills impede higher order thinking.

Plan to Monitor Progress Toward G1. 8

Student Work Samples and Progress Monitoring Data will be analyzed.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion


Data should evidence student achievement toward grade level standards.

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. Students are actively engaged in standards-based curriculum and instruction on a daily basis. **1**

 G074521

G1.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards. **2**

 B194632

G1.B1.S1 Communicate expectations including roles and tasks for collaborative planning. **4**

 S206179

Strategy Rationale

Providing time for grade level, collaborative planning will support common lesson plans across grade levels focused on Florida Standards.

Action Step 1 **5**

Create pre-planning sheet for collaborative planning purposes.

Person Responsible

Chabre Timmons

Schedule

On 8/13/2015

Evidence of Completion

pre-planning tool

Action Step 2 5

Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.

Person Responsible

Michelle Browning

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

weekly calendar, coaches' logs, sign-in sheets,

Action Step 3 5

Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative sessions.

Person Responsible

Chabre Timmons

Schedule

Annually, from 9/21/2015 to 10/29/2015

Evidence of Completion

Minutes from collaborative planning sessions

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

Teachers will bring the completed pre-planning sheet and assigned tasks to all collaborative planning sessions. Instructional Coaches will maintain sign in sheets and document progress of collaborative planning sessions through weekly minutes.

Person Responsible

Chabre Timmons

Schedule

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

Evidence of Completion

completed pre-planning sheets, copy of collaborative planning minutes/sign-in sheets

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

Classroom Observations, Lesson Plans, Student Work Samples

Person Responsible

Michelle Browning


Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Data should evidence cohesive, grade level curriculum and instruction aligned with Florida Standards.

G1.B1.S2 Communicate expectations of Instructional Delivery. 4

 S206180

Strategy Rationale

Providing an instructional framework for reading, math and science will increase the use of high yield instructional strategies across all grade level resulting in an increase in student achievement.

Action Step 1 5

Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.

Person Responsible

Chabre Timmons

Schedule

On 9/15/2015

Evidence of Completion

Revised Instructional Frameworks

Action Step 2 5

Communicate expectations of frameworks to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 9/17/2015

Evidence of Completion

PLC Agenda

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

Monitor pre-planning tool and lesson plans for implementation of framework. Classroom observations will be conducted to ensure adherence to the instructional framework.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

pre-planning tools, lesson plans, Journey data, SBLT monitoring feedback data

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

Conduct classroom observations with feedback to determine implementation of instructional framework.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

classroom walk through data in Journey, ongoing feedback data from SBLT monitoring schedule

G1.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction. 4

S206181

Strategy Rationale

Providing support for all teachers, especially struggling teachers. will enhance their skill level and promote greater academic success for students.

Action Step 1 5

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Person Responsible

Chabre Timmons

Schedule

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

Evidence of Completion

coach's log, collaborative planning minutes/sign-in sheets

Action Step 2 5

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Person Responsible

Michelle Browning

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Agendas, PowerPoints/Materials from PD, Sign-in Sheets

Action Step 3 5

Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.

Person Responsible

Michelle Browning

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Weekly monitoring schedule

Action Step 4 5

Provide professional development for teachers using chapters from Teach Like A Champion focused on increasing student engagement.

Person Responsible

Michelle Browning

Schedule

On 10/29/2015

Evidence of Completion

PD Agenda, Sign In Sheets

Action Step 5 5

Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.

Person Responsible

Michelle Browning

Schedule

Weekly, from 10/15/2015 to 6/2/2016

Evidence of Completion

Collaborative Planning Notes, Sign In Sheets

Action Step 6 5

Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.

Person Responsible

Michelle Browning

Schedule

Weekly, from 10/8/2015 to 6/2/2016

Evidence of Completion

PLC Notes, Sign In Sheets

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

Coach's Logs will be monitored monthly to determine implementation of coaching cycle. Artifacts from PD will be monitored to determine implementation of PD trainings. Feedback from classroom observations will be reviewed to monitor adherence to schedule.

Person Responsible

Michelle Browning

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Coach's Log, PD artifacts, SBLT Monitoring Schedule

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

Implementation of PD and Collaborative Lesson Plans

Person Responsible

Michelle Browning


Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Classroom observation data should evidence implementation of strategies delivered through PD and coaching cycle support.

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

 S206182

Strategy Rationale

Tracking student data will provide teachers with the necessary information to align and adjust curriculum instruction to meet individual student needs.

Action Step 1 5

Revise progress monitoring tool for Florida Standards.

Person Responsible

Chabre Timmons

Schedule

On 9/25/2015

Evidence of Completion

Progress monitoring tool

Action Step 2 5

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 9/28/2015

Evidence of Completion

PLC Agenda

Action Step 3 **5**

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Person Responsible

Chabre Timmons

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

MTSS Calendar, MTSS Data, MTSS Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Monthly data chats will be conducted with teachers to determine need for differentiated support.

Person Responsible

Patricia Thomas

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/documentation of tier 2/3 interventions

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 **7**

Classroom observation during whole group and small group instruction with feedback, Ongoing progress monitoring of student achievement data

Person Responsible

Michelle Browning

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

classroom observation data and feedback, MTSS data

G1.B2 Students' lack of grade level literacy, math, and science skills impede higher order thinking. 2

B194633

G1.B2.S1 After School Tutoring 4

S206184

Strategy Rationale

Providing struggling students with additional time for reading, math and science will increase student achievement and close the achievement gap.

Action Step 1 5

After School tutoring will be provided for students struggling in the areas of reading, math and 5th grade science.

Person Responsible

Chabre Timmons

Schedule

On 3/18/2016

Evidence of Completion

parent letter, student roster

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

Tutoring schedule will be created and attendance rosters of student participation will be kept.

Person Responsible

Chabre Timmons

Schedule

On 3/18/2016

Evidence of Completion

Completed schedule, list of students, weekly attendance rosters

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

Ongoing progress monitoring data of students participating in attendance will be analyzed.

Person Responsible

Chabre Timmons


Schedule

Monthly, from 10/19/2015 to 3/18/2016

Evidence of Completion

attendance logs, MTSS data

G1.B2.S2 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

 S206185

Strategy Rationale

Tracking student data will provide teachers with the necessary information to align and adjust curriculum instruction to meet individual student needs.

Action Step 1 5

Revise progress monitoring tool for Florida Standards.

Person Responsible

Chabre Timmons

Schedule

On 9/25/2015

Evidence of Completion

Progress monitoring tool

Action Step 2 5

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 9/28/2015

Evidence of Completion

PLC Agenda

Action Step 3 5

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Person Responsible

Chabre Timmons

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

PD artifacts and calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly data chats will be conducted with teachers to determine need for differentiated support.

Person Responsible

Patricia Thomas

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/documentation of tier 2/3 interventions

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom observation during whole group and small group instruction with feedback.

Person Responsible

Michelle Browning


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

classroom walkthrough data and feedback

G1.B2.S3 Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading and math. 4

 S206186

Strategy Rationale

Providing students with high yield teaching strategies as well as additional time and support will increase their academic achievement.

Action Step 1 5

Reading and math teachers will provide intensive intervention instruction to all students identified as struggling in reading and math as outlined within the instructional frameworks.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Teacher lesson plans, classroom observations

Action Step 2 5

Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students' math skills.

Person Responsible

Chabre Timmons

Schedule

On 9/16/2015

Evidence of Completion

sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Monitor lesson plans and conduct classroom observations to ensure intensive intervention instruction is occurring in all reading and math classrooms.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Lesson plans, tier 2/3 intervention plans, classroom observation data, Rflex Math tracking data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

MTSS data will demonstrate improvement in reading and math skills.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

MTSS data

G1.B2.S4 Increase purposeful reading and writing across all content areas. 4

S206187

Strategy Rationale

Engaging students in authentic literacy practices will enhance their skills and knowledge in all academic subjects.

Action Step 1 5

Provide professional development on appropriate grade level reading and writing strategies.

Person Responsible

Michelle Browning

Schedule

Monthly, from 10/5/2015 to 3/18/2016

Evidence of Completion

PD calendar, agenda, artifacts

Action Step 2 5

3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.

Person Responsible

Michelle Browning

Schedule

Quarterly, from 10/1/2015 to 2/4/2016

Evidence of Completion

Anchor sets, student writing artifacts, data, writing rubrics

Action Step 3 5

3-5 grade science teachers will implement complex text, close reading strategies and extended written responses in weekly science lessons through use of the 5E Model.

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Classroom observations, lesson plans, student work samples

Action Step 4 5

All ELA/reading teachers will implement a dedicated time for writing instruction as outlined in the instructional framework.

Person Responsible

Michelle Browning

Schedule

Daily, from 8/31/2015 to 6/9/2016

Evidence of Completion

Classroom observation, student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Classroom observations will be conducted to monitor implementation of reading/writing strategies.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Classroom observation feedback, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Student work samples and test data will be analyzed for improvement in reading, writing and science skills.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Reading Wonders Unit tests, FAIR Data, Written work samples, Quarterly science assessments.

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	Create pre-planning sheet for collaborative planning purposes.	Timmons, Chabre	8/10/2015	pre-planning tool	8/13/2015 one-time
G1.B1.S2.A1	Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.	Timmons, Chabre	9/11/2015	Revised Instructional Frameworks	9/15/2015 one-time
G1.B1.S3.A1	Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.	Timmons, Chabre	9/1/2015	coach's log, collaborative planning minutes/sign-in sheets	6/9/2016 weekly
G1.B1.S4.A1	Revise progress monitoring tool for Florida Standards.	Timmons, Chabre	8/17/2015	Progress monitoring tool	9/25/2015 one-time
G1.B2.S1.A1	After School tutoring will be provided for students struggling in the areas of reading, math and 5th grade science.	Timmons, Chabre	10/26/2015	parent letter, student roster	3/18/2016 one-time
G1.B2.S2.A1	Revise progress monitoring tool for Florida Standards.	Timmons, Chabre	8/17/2015	Progress monitoring tool	9/25/2015 one-time
G1.B2.S3.A1	Reading and math teachers will provide intensive intervention instruction to all students identified as struggling in reading and math as outlined within the instructional frameworks.	Browning, Michelle	9/21/2015	Teacher lesson plans, classroom observations	6/9/2016 weekly
G1.B2.S4.A1	Provide professional development on appropriate grade level reading and writing strategies.	Browning, Michelle	10/5/2015	PD calendar, agenda, artifacts	3/18/2016 monthly
G1.B1.S1.A2	Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.	Browning, Michelle	8/17/2015	weekly calendar, coaches' logs, sign-in sheets,	6/9/2016 weekly
G1.B1.S2.A2	Communicate expectations of frameworks to instructional staff.	Browning, Michelle	9/17/2015	PLC Agenda	9/17/2015 one-time
G1.B1.S3.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.	Browning, Michelle	8/18/2015	Agendas, PowerPoints/Materials from PD, Sign-in Sheets	6/9/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Browning, Michelle	9/28/2015	PLC Agenda	9/28/2015 one-time
G1.B2.S2.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Browning, Michelle	9/28/2015	PLC Agenda	9/28/2015 one-time
G1.B2.S3.A2	Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students' math skills.	Timmons, Chabre	9/16/2015	sign-in sheets	9/16/2015 one-time
G1.B2.S4.A2	3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.	Browning, Michelle	10/1/2015	Anchor sets, student writing artifacts, data, writing rubrics	2/4/2016 quarterly
G1.B1.S1.A3	Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative sessions.	Timmons, Chabre	9/21/2015	Minutes from collaborative planning sessions	10/29/2015 annually
G1.B1.S3.A3	Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.	Browning, Michelle	8/21/2015	Weekly monitoring schedule	6/3/2016 weekly
G1.B1.S4.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.	Timmons, Chabre	9/28/2015	MTSS Calendar, MTSS Data, MTSS Sign-in Sheets	6/9/2016 monthly
G1.B2.S2.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.	Timmons, Chabre	9/28/2015	PD artifacts and calendar	6/9/2016 monthly
G1.B2.S4.A3	3-5 grade science teachers will implement complex text, close reading strategies and extended written responses in weekly science lessons through use of the 5E Model.	Browning, Michelle	9/30/2015	Classroom observations, lesson plans, student work samples	6/9/2016 weekly
G1.B1.S3.A4	Provide professional development for teachers using chapters from Teach Like A Champion focused on increasing student engagement.	Browning, Michelle	10/29/2015	PD Agenda, Sign In Sheets	10/29/2015 one-time
G1.B2.S4.A4	All ELA/reading teachers will implement a dedicated time for writing instruction as outlined in the instructional framework.	Browning, Michelle	8/31/2015	Classroom observation, student work samples, lesson plans	6/9/2016 daily
G1.B1.S3.A5	Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.	Browning, Michelle	10/15/2015	Collaborative Planning Notes, Sign In Sheets	6/2/2016 weekly
G1.B1.S3.A6	Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.	Browning, Michelle	10/8/2015	PLC Notes, Sign In Sheets	6/2/2016 weekly
G1.MA1	Student Work Samples and Progress Monitoring Data will be analyzed.	Browning, Michelle	9/28/2015	Data should evidence student achievement toward grade level standards.	6/9/2016 monthly
G1.B1.S1.MA1	Classroom Observations, Lesson Plans, Student Work Samples	Browning, Michelle	8/17/2015	Data should evidence cohesive, grade level curriculum and instruction aligned with Florida Standards.	6/9/2016 weekly
G1.B1.S1.MA1	Teachers will bring the completed pre-planning sheet and assigned tasks to all collaborative planning sessions. Instructional Coaches will maintain sign in sheets and document progress of	Timmons, Chabre	9/8/2015	completed pre-planning sheets, copy of collaborative planning minutes/sign-in sheets	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaborative planning sessions through weekly minutes.				
G1.B2.S1.MA1	Ongoing progress monitoring data of students participating in attendance will be analyzed.	Timmons, Chabre	10/19/2015	attendance logs, MTSS data	3/18/2016 monthly
G1.B2.S1.MA1	Tutoring schedule will be created and attendance rosters of student participation will be kept.	Timmons, Chabre	10/19/2015	Completed schedule, list of students, weekly attendance rosters	3/18/2016 one-time
G1.B1.S2.MA1	Conduct classroom observations with feedback to determine implementation of instructional framework.	Browning, Michelle	9/28/2015	classroom walk through data in Journey, ongoing feedback data from SBLT monitoring schedule	6/9/2016 weekly
G1.B1.S2.MA1	Monitor pre-planning tool and lesson plans for implementation of framework. Classroom observations will be conducted to ensure adherence to the instructional framework.	Browning, Michelle	9/28/2015	pre-planning tools, lesson plans, Journey data, SBLT monitoring feedback data	6/9/2016 weekly
G1.B2.S2.MA1	Classroom observation during whole group and small group instruction with feedback.	Browning, Michelle	8/18/2014	classroom walkthrough data and feedback	6/5/2015 monthly
G1.B2.S2.MA1	Monthly data chats will be conducted with teachers to determine need for differentiated support.	Thomas, Patricia	9/28/2015	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions	6/9/2016 monthly
G1.B1.S3.MA1	Implementation of PD and Collaborative Lesson Plans	Browning, Michelle	8/31/2015	Classroom observation data should evidence implementation of strategies delivered through PD and coaching cycle support.	6/9/2016 weekly
G1.B1.S3.MA1	Coach's Logs will be monitored monthly to determine implementation of coaching cycle. Artifacts from PD will be monitored to determine implementation of PD trainings. Feedback from classroom observations will be reviewed to monitor adherence to schedule.	Browning, Michelle	8/18/2015	Coach's Log, PD artifacts, SBLT Monitoring Schedule	6/9/2016 monthly
G1.B2.S3.MA1	MTSS data will demonstrate improvement in reading and math skills.	Browning, Michelle	9/21/2015	MTSS data	6/9/2016 monthly
G1.B2.S3.MA1	Monitor lesson plans and conduct classroom observations to ensure intensive intervention instruction is occurring in all reading and math classrooms.	Browning, Michelle	9/21/2015	Lesson plans, tier 2/3 intervention plans, classroom observation data, Rflex Math tracking data	6/9/2016 weekly
G1.B1.S4.MA1	Classroom observation during whole group and small group instruction with feedback, Ongoing progress monitoring of student achievement data	Browning, Michelle	8/18/2014	classroom observation data and feedback, MTSS data	6/5/2015 monthly
G1.B1.S4.MA1	Monthly data chats will be conducted with teachers to determine need for differentiated support.	Thomas, Patricia	9/28/2015	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions	6/9/2016 monthly
G1.B2.S4.MA1	Student work samples and test data will be analyzed for improvement in reading, writing and science skills.	Browning, Michelle	9/28/2015	Reading Wonders Unit tests, FAIR Data, Written work samples, Quarterly science assessments.	6/9/2016 monthly
G1.B2.S4.MA1	Classroom observations will be conducted to monitor implementation of reading/writing strategies.	Browning, Michelle	9/7/2015	Classroom observation feedback, student work samples	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G1.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

G1.B1.S1 Communicate expectations including roles and tasks for collaborative planning.

PD Opportunity 1

Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative sessions.

Facilitator

Instructional coaches

Participants

All grade level teachers

Schedule

Annually, from 9/21/2015 to 10/29/2015

G1.B1.S2 Communicate expectations of Instructional Delivery.

PD Opportunity 1

Communicate expectations of frameworks to instructional staff.

Facilitator

Michelle Browning

Participants

All content area teachers

Schedule

On 9/17/2015

G1.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction.

PD Opportunity 1

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Facilitator

Diane Mikolon, Vivian Socorro, La-Chaz Harris

Participants

All reading, math, and 3-5 grade science teachers

Schedule

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

PD Opportunity 2

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Facilitator

Diane Mikolon, Vivian Socorro

Participants

All content area teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

PD Opportunity 3

Provide professional development for teachers using chapters from Teach Like A Champion focused on increasing student engagement.

Facilitator

Michelle Browning

Participants

Grade level teachers

Schedule

On 10/29/2015

PD Opportunity 4

Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.

Facilitator

Diane Mikolon, Vivian Socorro

Participants

Grade level teachers

Schedule

Weekly, from 10/15/2015 to 6/2/2016

PD Opportunity 5

Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.

Facilitator

Diane Mikolon, Vivian Socorro

Participants

Grade level teachers

Schedule

Weekly, from 10/8/2015 to 6/2/2016

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Facilitator

Michelle Browning/Chabre Timmons

Participants

All instructional staff

Schedule

On 9/28/2015

PD Opportunity 2

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Facilitator

Patricia Thomas/Vivian Socorro/Diane Mikolon

Participants

All instructional staff

Schedule

Monthly, from 9/28/2015 to 6/9/2016

G1.B2 Students' lack of grade level literacy, math, and science skills impede higher order thinking.

G1.B2.S2 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Facilitator

Michelle Browning/Chabre Timmons

Participants

All instructional staff

Schedule

On 9/28/2015

PD Opportunity 2

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Facilitator

Patricia Thomas/Vivian Socorro/Diane Mikolon

Participants

All instructional staff

Schedule

Monthly, from 9/28/2015 to 6/9/2016

G1.B2.S3 Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading and math.

PD Opportunity 1

Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students' math skills.

Facilitator

Vivian Socorro

Participants

All Math Teachers

Schedule

On 9/16/2015

G1.B2.S4 Increase purposeful reading and writing across all content areas.

PD Opportunity 1

Provide professional development on appropriate grade level reading and writing strategies.

Facilitator

Diane Mikolon

Participants

All grade level teachers

Schedule

Monthly, from 10/5/2015 to 3/18/2016

PD Opportunity 2

3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.

Facilitator

Diane Mikolon

Participants

3-5 grade ELA teachers

Schedule

Quarterly, from 10/1/2015 to 2/4/2016

PD Opportunity 3

3-5 grade science teachers will implement complex text, close reading strategies and extended written responses in weekly science lessons through use of the 5E Model.

Facilitator

La-Chaz Harris

Participants

3-5 grade science teachers

Schedule

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

Technical Assistance Items

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

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G1.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

G1.B1.S2 Communicate expectations of Instructional Delivery.

PD Opportunity 1

Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.

Facilitator

Chabre Timmons

Participants

All content area teachers

Schedule

On 9/15/2015

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Revise progress monitoring tool for Florida Standards.

Facilitator

Chabre Timmon/Vivian Socorro/Diane Mikolon

Participants

All content area teachers

Schedule

On 9/25/2015

G1.B2 Students' lack of grade level literacy, math, and science skills impede higher order thinking.

G1.B2.S2 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Revise progress monitoring tool for Florida Standards.

Facilitator

Chabre Timmon/Vivian Socorro/Diane Mikolon

Participants

All content area teachers

Schedule

On 9/25/2015

Budget

Budget Data

1	G1.B1.S1.A1	Create pre-planning sheet for collaborative planning purposes.				\$0.00
2	G1.B1.S1.A2	Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.				\$0.00
3	G1.B1.S1.A3	Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative sessions.				\$0.00
4	G1.B1.S2.A1	Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.				\$0.00
5	G1.B1.S2.A2	Communicate expectations of frameworks to instructional staff.				\$0.00
6	G1.B1.S3.A1	Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.				\$65,498.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0981 - Gibbons Street Elementary School	Title I Part A		\$65,498.00
Notes: Professional Development Coach Salary (Reading and Math)						
7	G1.B1.S3.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.				\$0.00
8	G1.B1.S3.A3	Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.				\$0.00
9	G1.B1.S3.A4	Provide professional development for teachers using chapters from Teach Like A Champion focused on increasing student engagement.				\$0.00

Budget Data

10	G1.B1.S3.A5	Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.				\$0.00
11	G1.B1.S3.A6	Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.				\$0.00
12	G1.B1.S4.A1	Revise progress monitoring tool for Florida Standards.				\$0.00
13	G1.B1.S4.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.				\$0.00
14	G1.B1.S4.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.				\$0.00
15	G1.B2.S1.A1	After School tutoring will be provided for students struggling in the areas of reading, math and 5th grade science.				\$11,722.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0981 - Gibbons Street Elementary School			\$11,722.00
			<i>Notes: Teacher Stipends for Tutoring</i>			
16	G1.B2.S2.A1	Revise progress monitoring tool for Florida Standards.				\$0.00
17	G1.B2.S2.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.				\$0.00
18	G1.B2.S2.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.				\$0.00
19	G1.B2.S3.A1	Reading and math teachers will provide intensive intervention instruction to all students identified as struggling in reading and math as outlined within the instructional frameworks.				\$0.00
20	G1.B2.S3.A2	Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students' math skills.				\$3,095.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0981 - Gibbons Street Elementary School	Title I Part A		\$3,095.00
			<i>Notes: Reflex Subscription</i>			
21	G1.B2.S4.A1	Provide professional development on appropriate grade level reading and writing strategies.				\$32,190.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0981 - Gibbons Street Elementary School	Title I Part A		\$32,190.00
			<i>Notes: Professional development literature and part-time media specialist to support literacy.</i>			

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22	G1.B2.S4.A2	3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.	\$0.00
23	G1.B2.S4.A3	3-5 grade science teachers will implement complex text, close reading strategies and extended written responses in weekly science lessons through use of the 5E Model.	\$0.00
24	G1.B2.S4.A4	All ELA/reading teachers will implement a dedicated time for writing instruction as outlined in the instructional framework.	\$0.00
Total:			\$112,505.00