Pasco County Schools

Gulf Highlands Elementary School

2016-17 Schoolwide Improvement Plan

Gulf Highlands Elementary School

8019 GULF HIGHLANDS DR, Port Richey, FL 34668

https://ghes.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	D

**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 was approved by the Pasco County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gulf Highlands Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our vision is to provide a world-class education for all students.

b. Provide the school's vision statement.

We believe by working together as a gator community, we are Going Above The Others Reaching Success!

2. School Environment

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

Multiple sources of information is provided by parents to allow the teachers to learn about our students' cultures. Teachers plan and take time weekly to build classroom environments where students can express their perspectives, feelings, and problem-solve during classroom meetings. Every class/team prides themselves on building strong relationships through goal setting, social interactions, and celebrations. During the first two weeks of school, teachers implement a unit of instruction based on building routines, structures, and relationships.

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

Students are the priority for safety and respect. Each day begins with an organized arrival process that includes free breakfast for all. At the arrival bell, teachers open their classroom doors to welcome each and every student to class. The day begins with a morning news that welcomes everyone to school. All faculty and staff pride themselves on building a pleasant environment where we believe in modeling appropriate behavior for our students. Everyone greets one another, recognizes students exhibiting positive character traits, and helps anyone in need throughout the entire day. Many of our students have been selected to participate in multiple school patrol duties. This allows students to model for one another what it takes to build a strong positive climate. For our students safety, they are walked, as a class, to and from activities throughout the day. There are specific patterns of flow the students know are the safe routes around school. When students leave class for errands, they walk in pairs for safety. Every day ends with a positive message and begins the organized dismissal process that is supervised by teachers.

c. 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.

The behavioral system is used to recognize and reward students who abide by all school rules, while providing consequences to discourage misbehavior and ensure a safe school climate. Students are expected to follow our school wide expectations with our catch phrase of: Work hard, Be kind, everyday counts!

Classroom teachers post the established classroom expectations along with What if you do, What if you don’t charts. Classroom teachers are encouraged to include students when discussing and

creating these charts. Teachers instruct students in how to follow these expectations and all students (Tier 1, 2, and 3) receive rewards for displaying academic achievement, kindness, and good attendance. Silver Gator tickets are given to students by all school personnel when expectations are met. Grade levels are assigned days during the week for students to trade tickets in for rewards at the Silver Gator Store. Teachers choose one student each week to receive a Golden Gator ticket, based on good citiizenship. These Golden Gator students are rewarded with a Friday celebration. Every month, teachers in identified grade levels choose one student to receive Gator of the Month, based on exemplary character traits.

Tier 2 and 3 students are placed on a Behavior educational plan (BEP). These students are monitored throughout the day and earn points based on their identified individualized goal. Behavior and academic goals are monitored daily with a check in/check out system. Students graph their progress and receive verbal and tangible rewards when progress or success has been made.

Teachers are encouraged to seek help from the RTI and SSAP staff members when academic or behavioral concerns arise. These teachers work closely with the support staff to ensure progress with behavioral and academic issues.

d. 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.

One of our school priorities, is teaching students to take responsibility for their social-emotional learning. This is an on-going process that includes being proactive and reactive in order to build executive functioning skills. RTI and SSAP staff members along with classroom teachers identify students that need additional support in social-emotional areas. These staff members meet with students on an individual or group basis providing encouragement and guidance in order to help students become successful. These students along with support staff create individual goals and meet regularly to monitor progress. Our Caring School Community Counselor provides social skills lessons to all students each week. Modeling and role playing occurs during these lessons and classroom teachers are encouraged to continue support throughout the day with skills that have been modeled and taught. Classroom meetings occur weekly in each class with identified needs of the class to problem-solve any current or ongoing social-emotional concerns.

The district has provided additional allocations to the school for a guidance counselor and a social worker to support staff in their efforts to meet the social-emotional needs of all students.

3. Early Warning Systems

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

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

Our school utilizes Pasco Star and myStudent to identify students' levels in the Early Warning System that tracks attendance, behavior, and academics. Indicators include more than three absences in a month, office discipline referrals, and students who achieve a Level 1 or 2 on the state assessment.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	30	16	15	9	18	0	0	0	0	0	0	0	99
One or more suspensions	0	3	6	3	2	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	5	3	5	2	3	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	18	16	52	0	0	0	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	0	5	5	17	0	0	0	0	0	0	0	31

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

Teachers utilize the EWS provided through Pasco Star and current data from classroom instruction to intervene and remediate the academic performance of students. We have a committee of cross representation from across the school that assists with identifying those students and creating the intervention strategies.

Academic Plan Strategies:
• Teaching teams will plan together during their PLC using the Data Team Process.
• Data Team Process: 1. Collect and chart fresh data results. 2. Analyze results and agree on power need concept or skill. 3. Establish a goal. 4. Determine and implement research-based instructional strategies. 5. Use results indicators to create a Common Formative Assessment. 6. Complete collaborative scoring of assessment.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Gulf Highland's administration works with the School Advisory Council to review, plan, and improve school programs, including the parental involvement plan. The principal provides agendas of meetings and reminders for meetings to encourage participation. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, and staff are asked to offer suggestions for utilizing these funds. Parents are also notified that GHES is a school-wide Title I

program at the first PTO meeting as well as in the school newsletter. Parents are encouraged to submit suggestions to the Title I Contact via email through the school website or in writing through suggestion dates and times of upcoming meetings. A copy of the Parent Involvement Plan is available on the website. Feedback will also be provided through the use of spring Title I surveys. Parents also provide email addresses and consent to use email as a line of communication. Update school website with timely information (link to Title I school contact), monthly newsletter, and Title I is a regular agenda item on the School Advisory Council and at faculty and grade level meetings.

2. 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.

see PIP attachment

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cosh, Judy	Principal
Hale, Katie	Teacher, K-12
Colella, Tina	Teacher, K-12
Harris, Melissa	Teacher, K-12
Johnson, Cindy	Teacher, ESE
Reams, Melanie	Teacher, K-12
Strom, Heather	Teacher, K-12
Kazmier, April	Teacher, K-12
Boyers, Kelli	Assistant Principal
Dall-Repp, Tracy	Teacher, PreK
Webb, Maria	Teacher, K-12
Hauser, Michelle	Teacher, K-12
Foster, Kristen	Teacher, K-12
Stires, Gail	Teacher, K-12
Farmerie, Elsie	Teacher, K-12
Bellomy, Chris	Teacher, K-12
White, Emily	Instructional Coach
McCall, Maureen	Instructional Coach
Valentine, Elizabeth	Instructional Coach
Schlosser, Michele	Teacher, K-12
Grace, Samantha	Teacher, K-12

b. Duties

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

Each member of the leadership team is responsible for building and leading Professional Learning Communities within our school. Each member of the team meets together bi-monthly where we sharpen our skills as facilitators in order to lead the teaching teams of teachers. The priority of our work is focused on building Step 0 components within teams and planning using the Data Team Process which occurs on a weekly basis. The leadership team also identifies needs from each member of their teaching teams and brings concerns and accomplishments for the leadership to reflect on next steps needed for continual improvement. The district also support the facilitators through professional development opportunities three times a year.

2. 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 prioritized focus of improvement is on CORE instruction since our overall school data is not indicating proficiency for a large population of students. Our grade-levels teams problem-solve around their CORE instruction using the Data Team Process, latest classroom, district, or state data. This occurs on a weekly basis to maintain the fidelity of their actions plans. Our Learning Design Coach, Literacy Coach and Mathematics Coach provide support to the teaching teams through cycles of improvement.

For TIer III identified students, teachers are provided a case-manager to develop and maintain an intervention plan. The plan is implemented outside the CORE instruction and monitored through on-going data which is then reviewed by the teacher and the case manager on a weekly to bi-weekly schedule. Modifications are made as necessary.

For students not responding to the Tier III interventions, problem-solving sessions are schedule with the teacher and the Student Based Leadership/Intervention Team. Current response to interventions are reviewed and a new action plan is created for implementation or the team may recommend moving forward with an in-depth evaluation.

Federal, state, and local funds, services, and programs will be coordinated and integrated to achieve our school mission: Providing a world-class education for all students. Our school's mission directly correlates to Pasco's Integrated System with a focus on fulfilling the promise of college, career, and life readiness for each and every student through collaborative culture, high impact instruction and data driven decisions. This integrated framework supports our school's three school improvement goals:
1: All teachers will create student centered learning environments to empower students to make academic and behavioral decisions regarding their learning and development.
2: Teaching teams will design Authentic Learning Units of instruction in order to implement effective standards based instruction (FL State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
3: All Professional Learning Communities will work collaboratively through the Data Team Process to monitor mastery of grade-level standards and intervene immediately (Tier II) to guarantee mastery.
All decisions regarding professional development as well as the allocation of resources and funds will be based on their support of our school's mission and three goals for school improvement.
Highly effective PLCs and data reviews will be instrumental in the achievement of these goals.
State and local funds as well as our Title I budget plan provide additional resources, support, and time for Step 0, our foundational work, as well as ongoing planning and professional development around standards based instruction and best practices. MTSS will support our school's progress

towards our district and school mission with a focus on improving our core (Tier I) instruction and common assessment data. In addition, we will use these funds to provide research based programs and materials for early intervention for students in Tiers II and III, our lowest 25% of students and all subgroups. Parent involvement including increased knowledge of standards based instruction and MTSS are essential components of our Title I budget and school improvement plan.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Judith Cosh	Principal
Cathy Jacobsen	Education Support Employee
Elizabeth Pipe	Teacher
Leslie Frick	Education Support Employee
Kelli Boyers	Education Support Employee
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

At our initial SAC meeting, the SIP was reviewed and approved by the members of the team. The following meetings were spent detailing how our particular goals were being achieved and the progress monitoring impact.

b. Development of this school improvement plan

One of the roles of SAC is to provide input in a reflective method, based on data, as to the outcomes achieved in the past year's action planning. Through the problem-solving approach, input was provided that influences the decision making into the upcoming year's plan. Once the current plan is written, they will also review the current plan and have input or be provided clarification as to the plans for improvement in the current year.

c. Preparation of the school's annual budget and plan

Preparation of the budget included surveys and face-to-face input at a SAC meeting. From there, a Guiding Coalition team was coordinated to create a detailed plan of how the funds would be spent.

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

Funds will be utilized to provide substitutes for classroom teachers. During this release time, teachers will be given one-on-one time to complete student assessments and monitor the fidelity of level checks on entry requirements with Reading.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Webb, Maria	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This year the Lead Literacy Team will have the focus of promoting a "Love of ELA". Teachers use the IRLA program as a tool for assessment of the acquisition of reading skills. Students are leveled using a researched -based program from American Reading Company. The team leads teachers in discussions around the components of an effective integrated humanities block. This work will be geared towards improving teaching and learning in Literacy across all grade levels. The second major initiative is to build teacher capacity in an integrated approach with writing instruction.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers engage weekly through Professional Learning Communities with a focus on student achievement. Each team has one or two teachers identified as the Facilitator. This facilitator participates in district and school support training to sharpen their facilitation skills. Each facilitator works collaboratively with their teams to build Step 0 components, which focus on clarifying their purpose and connecting their work to our school's mission, vision, values and priorities. They establish team norms and expectations and assign roles to each member. They clarify structures, processes and protocols: connect instructional talk, planning and practice. They choose common assessments and standardization of administration. They also work on building a common language and understanding of the standards and use of instructional best practices.

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

As administrators, we have high expectations when setting our screening criteria for interviewing new staff. Our interview process involves both administrators, as well as, when possible, the participation of the impacted staff members that would be working closely with the new hire. We communicate openly with our current staff when openings are available so they can make contacts for any interested applicants.

For the retention of our highly qualified staff, we create a climate of consistency, caring and shared decision making. We encourage collaboration with a high level of support with continued professional development.

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

New teachers in their first year of teaching, or second if they are alternative certified receive an assigned mentor. Our pairings are thoughtful with taking into consideration a mentor who would have the experience, confidence, and expertise in the same, if not past experience in the same grade level.

Activities include weekly conferencing, collaborative planning for learning, responding to learning, and orientating the new teacher to systems and procedures of the school. The mentor may model lessons, coach, and observe with feedback as necessary.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers plan weekly using a model of planning adopted from DuFour's, the backwards planning model that involves four questions. All teachers have been trained in how to use the Data Team Process which put the end in mind as the first step in the planning for instruction model. Standards are broken down into what students need to Know, Understand, and Do charts by our district departments in ELA, Mathematics and Science. Teachers follow these guides and analyze and modify based on the learners in their classrooms. Materials provided are standards aligned which may include adopted text, purchased school resources, district or community supplied resources.

Pasco County Schools will continue to partner with American Reading Company (ARC) to support and coach reading instruction. Implementing ARC’s Independent Reading Level Assessment framework (IRLA) in each classroom K-5 will allow the staff to determine a student’s current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers.

Pasco County Schools will be partnering with Great Minds to implement Eureka Math. Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. Eureka Math was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

The plan to implement Eureka Math is a three layered approach that includes district, regional, and school support. The district will provide monthly coaching support to the math coach, develop a curriculum guide for teachers, develop a communication guide for parents, and conduct frequent check-ins with the school to monitor implementation and determine needs for additional support. The regional supports include side by side coaching with the math coach, assistance with parent communications, and support with data analysis. At the school level, coaching support will be provided to each teacher implementing Eureka Math, all features of the Eureka Math program will be utilized, and PLCs will use the guiding questions to incorporate Eureka Math into planning and responding to teaching and learning.

Gulf Highlands Elementary School will continue partnership with IDE for a Learner-Active Technology-Infused Classroom (LATIC). LATIC is a model of instruction that creates student-driven classrooms that are characterized by increased student engagement, high academic rigor, and increased student responsibility for learning, resulting in higher academic achievement through an emphasis on executive function. LATI classroom works to meld best practices into one cohesive, problem based, learning environment, that includes differentiated instruction, formative assessment, literacy across the content areas, and technology infusion for 21st century skills. Staff will be provided

coaching support that includes professional development (e.g., fish bowls, side by side coaching, and modeling) and planning of authentic learning units.

b. Instructional Strategies

1. 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.

As each team is using the Data Team Process to plan for instruction, the very first piece of vital information is the use of current data. Teachers will identify every students' progress towards mastery of a learning target, identify the teacher that had the most significant impact on learning, and regroup students within their teaching teams to be retaught, provided more practice, or challenged based on the students' results. The students in the lowest quartile, based on last year's state assessment, have already been identified and specific names have been provided to each teacher. With this information, teachers will scaffold the learning and provide additional prompting, questioning, and resources to guide the needs of the diverse learners.

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

Strategy: Extended School Day

Minutes added to school year: 120

Students in the 3rd grade are invited to attend and Extended Day Program twice a week for 60 minutes each day. The identified students are chosen based on data and show significant gaps in their grade level standards. The students spend time previewing, reviewing, and practicing the needed standards, content and foundational, to close those gaps.

Strategy Rationale

Our goal is to Accelerate their learning to increase learning gains. Student Conferencing with identified Power Goals are taught and supported through an Independent Reading Program, Action 100.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Boyers, Kelli, kboyers@pasco.k12.fl.us

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

Classroom Assessments, including the IRLA data, is tracked to identify rate of growth and continued areas of focus.

Strategy: After School Program

Minutes added to school year: 2,191

GHES is being provided with an additional 2,191 hours for all instructional staff to engage in additional PLC, professional development, and planning. Beginning of the year professional development will consist of professional development (PD) to practice sessions addressing Eureka Math, curriculum guides, data to inform instruction, positive behavior interventions, and creating strong learning environments.

Strategy Rationale

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).
A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).
The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.
Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Cosh, Judy, jcosh@pasco.k12.fl.us

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

Student outcome data, PLC rubric data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Gulf Highlands we have three different preschool programs. We have Headstart, Pre-K Varying Exceptionalities, and TALK, which is a preschool program designed to provide intensive Speech and

Language support. These students are closely monitored throughout the year. Mid-year, we have pre-K articulation meetings designed to create a plan to assist the students with transition. The teachers also work closely and collaborate with our kindergarten teachers to ensure vertical coherence. At the end of each school year, each teacher completes a profile of each students in order for next year's teachers to have the EOY data points, both qualitatively and quantitatively.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. During the 2016-2017 school year, teachers will develop Authentic Learning units, six in Primary and four in Intermediate, that are aligned with the focus standards in ELA, with a direct focus on planning for meaningful, student engagement in learning, allowing students to take responsibility for learning, and high academic rigor.

G2. Weekly, all members of the Professional Learning Communities will follow the Data Team Process in order to achieve the agreed upon expected proficiency levels on common formative and quarterly assessments in ELA, Math, and Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. During the 2016-2017 school year, teachers will develop Authentic Learning units, six in Primary and four in Intermediate, that are aligned with the focus standards in ELA, with a direct focus on planning for meaningful, student engagement in learning, allowing students to take responsibility for learning, and high academic rigor. 1a

G083319

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0
School Climate Survey - Student	75.0

Targeted Barriers to Achieving the Goal 3

- Deep understanding of how to plan for a unit.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches provide support during the planning process. Protected time built in to the master schedule for Professional Learning Communities work. Title I funds pay for stipends for one extra hour of planning, outside contract time.

Plan to Monitor Progress Toward G1. 8

Student data will be analyzed to determine progress toward student outcomes addressed in goal.

Person Responsible
Kelli Boyers

Schedule
Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion
CFAs and Quarterly checks

G2. Weekly, all members of the Professional Learning Communities will follow the Data Team Process in order to achieve the agreed upon expected proficiency levels on common formative and quarterly assessments in ELA, Math, and Science. 1a

G083320

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	80.0
ELA Achievement District Assessment	75.0
Science Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Committment to the full implementation of the process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master Schedule with blocks for planning Using Florida Standards to Enhance Classroom Instruction Data Team Process- DuFour's planning for learning cycle Marzano's Framework for Intentional Planning Canvas Learning Network for ELA and Math

Plan to Monitor Progress Toward G2. 8

Student data will be analyzed: classroom assessments, district assessments, and state assessments.

Person Responsible
Kelli Boyers

Schedule
Quarterly, from 10/24/2016 to 5/19/2017

Evidence of Completion
Goals Scored Data Reviews

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. During the 2016-2017 school year, teachers will develop Authentic Learning units, six in Primary and four in Intermediate, that are aligned with the focus standards in ELA, with a direct focus on planning for meaningful, student engagement in learning, allowing students to take responsibility for learning, and high academic rigor. 1

G083319

G1.B1 Deep understanding of how to plan for a unit. 2

B220788

G1.B1.S1 Provide coaching support to plan with the teachers in the PLC. 4

S233132

Strategy Rationale

Increase teachers' knowledge about structure and driving questions of a PLC.

Action Step 1 5

Teachers will write Authentic Learning Units with the planning and following up support of coaches

Person Responsible

Judy Cosh

Schedule

Quarterly, from 8/22/2016 to 5/8/2017

Evidence of Completion

Teachers will complete the work related to their learning

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

Units, coaching cycle schedules, and PLC minutes will be submitted to ensure fidelity of action step

Person Responsible

Judy Cosh

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Documents will be handed in to individual grade level binders.

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

Common Formative Assessments and Quarterly Checks data will be analyzed to monitor effectiveness of unit planning and instruction.

Person Responsible

Judy Cosh

Schedule

Monthly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Student Data results

G2. Weekly, all members of the Professional Learning Communities will follow the Data Team Process in order to achieve the agreed upon expected proficiency levels on common formative and quarterly assessments in ELA, Math, and Science. 1

G083320

G2.B1 Committment to the full implementation of the process. 2

B220790

G2.B1.S1 Grade Level PLCs will work through Data Team to create common formative assessments. 4

S233134

Strategy Rationale

Ensuring a common way to measure progress on Florida Math and ELA Standards.

Action Step 1 5

Provide PD to understand the cycle of the Data Team Process

Person Responsible

Judy Cosh

Schedule

Monthly, from 7/28/2016 to 5/26/2017

Evidence of Completion

Lesson plans, small group instruction, observations of implementation

Action Step 2 5

Teachers will agree on when the Common Formative Assessment will be administered, when the analysis will occur, and when the regrouping of students will occur

Person Responsible

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Planning Cycle Calendars will be handed in to the PLC grade-level binders

Action Step 3 5

Teams will regroup students based on results of the Common Formative Assessments

Person Responsible

Kelli Boyers

Schedule

Biweekly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Class Action Planner with Focus of Instruction and identified students

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

PLC minutes will be reviewed to ensure action steps occurred.

Person Responsible

Kelli Boyers

Schedule

Biweekly, from 8/29/2016 to 5/12/2017

Evidence of Completion

PLC minutes

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

Common Formative Assessment (CFA) data will be analyzed to determine effectiveness of grouping strategies and instruction.

Person Responsible

Kelli Boyers

Schedule

Every 3 Weeks, from 8/29/2016 to 5/19/2017

Evidence of Completion

CFA data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2017			
G1.B1.S1.A1 A298667	Teachers will write Authentic Learning Units with the planning and following up support of coaches	Cosh, Judy	8/22/2016	Teachers will complete the work related to their learning	5/8/2017 quarterly
G1.B1.S1.MA1 M302876	Common Formative Assessments and Quarterly Checks data will be analyzed to monitor effectiveness of...	Cosh, Judy	8/22/2016	Student Data results	5/12/2017 monthly
G2.B1.S1.MA1 M302880	PLC minutes will be reviewed to ensure action steps occurred.	Boyers, Kelli	8/29/2016	PLC minutes	5/12/2017 biweekly
G2.B1.S1.A3 A298670	Teams will regroup students based on results of the Common Formative Assessments	Boyers, Kelli	8/29/2016	Class Action Planner with Focus of Instruction and identified students	5/15/2017 biweekly
G1.MA1 M302878	Student data will be analyzed to determine progress toward student outcomes addressed in goal.	Boyers, Kelli	8/15/2016	CFAs and Quarterly checks	5/19/2017 quarterly
G2.MA1 M302883	Student data will be analyzed: classroom assessments, district assessments, and state assessments.	Boyers, Kelli	10/24/2016	Goals Scored Data Reviews	5/19/2017 quarterly
G2.B1.S1.MA1 M302879	Common Formative Assessment (CFA) data will be analyzed to determine effectiveness of grouping...	Boyers, Kelli	8/29/2016	CFA data	5/19/2017 every-3-weeks
G1.B1.S1.MA1 M302877	Units, coaching cycle schedules, and PLC minutes will be submitted to ensure fidelity of action step	Cosh, Judy	8/26/2016	Documents will be handed in to individual grade level binders.	5/26/2017 weekly
G2.B1.S1.A1 A298668	Provide PD to understand the cycle of the Data Team Process	Cosh, Judy	7/28/2016	Lesson plans, small group instruction, observations of implementation	5/26/2017 monthly
G2.B1.S1.A2 A298669	Teachers will agree on when the Common Formative Assessment will be administered, when the analysis...		8/29/2016	Planning Cycle Calendars will be handed in to the PLC grade-level binders	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. During the 2016-2017 school year, teachers will develop Authentic Learning units, six in Primary and four in Intermediate, that are aligned with the focus standards in ELA, with a direct focus on planning for meaningful, student engagement in learning, allowing students to take responsibility for learning, and high academic rigor.

G1.B1 Deep understanding of how to plan for a unit.

G1.B1.S1 Provide coaching support to plan with the teachers in the PLC.

PD Opportunity 1

Teachers will write Authentic Learning Units with the planning and following up support of coaches

Facilitator

Judy Cosh, Kelli Boyers

Participants

K-5 Teachers

Schedule

Quarterly, from 8/22/2016 to 5/8/2017

G2. Weekly, all members of the Professional Learning Communities will follow the Data Team Process in order to achieve the agreed upon expected proficiency levels on common formative and quarterly assessments in ELA, Math, and Science.

G2.B1 Committment to the full implementation of the process.

G2.B1.S1 Grade Level PLCs will work through Data Team to create common formative assessments.

PD Opportunity 1

Provide PD to understand the cycle of the Data Team Process

Facilitator

Judy Cosh and Kelli Boyers

Participants

K-5 grade Teachers

Schedule

Monthly, from 7/28/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will write Authentic Learning Units with the planning and following up support of coaches	$0.00
2	G2.B1.S1.A1	Provide PD to understand the cycle of the Data Team Process	$0.00
3	G2.B1.S1.A2	Teachers will agree on when the Common Formative Assessment will be administered, when the analysis will occur, and when the regrouping of students will occur	$0.00
4	G2.B1.S1.A3	Teams will regroup students based on results of the Common Formative Assessments	$0.00
		Total:	$0.00