Pasco County Schools

# Gulf Trace Elementary School

## 2016-17 Schoolwide Improvement Plan

# Gulf Trace Elementary School

3303 GULF TRACE BLVD, Holiday, FL 34691

https://gtes.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 | 84% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 27% |

## School Grades History

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

**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 Trace 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.**

We will inspire one another to achieve personal goals by creating a respectful, responsible, safe and cooperative environment which will guarantee lifelong successes.

**b. Provide the school's vision statement.**

By focusing on high impact instruction, data, engagement and ownership, the students, staff and parents of Gulf Trace Elementary will be positively impacted.

### 2. School Environment

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

Various opportunities are established throughout the year so that relationships can be developed between teachers and students. Some of these opportunities include Meet the Teacher Day, parent conferences, classroom meetings, parent involvement events, etc. As teachers greet their students each day the relationship becomes stronger so that true progress can be made. Open communication occurs via emails and the agenda book so that relationships with the parents can also be maintained.

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

School rules, norms and expectations are developed, taught and retaught throughout the year so that students feel safe and respected before, during and after school. These rules and expectations are communicated via the agenda book and in monthly newsletters to parents, as well as in the student handbook for parents to reference throughout the year.

**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 school-wide behavior system was established prior to the start of the new school year. By analyzing discipline data and teacher/staff input, the current system was revised. In order to implement the revised system, teachers were trained during planning week and weekly discipline data and feedback are provided. Surveys are provided periodically to allow for teacher/staff input, questions, and where necessary, coaching support provided.

The system includes specific praise, engagement strategies, a discipline hierarchy, and mystery motivators for both class and individual contingencies.

**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.**

Gulf Trace Elementary provides various opportunities to ensure the social-emotional needs of all students are being met. A full time school counselor provides services that are specific to each child's individual need. In addition, a Graduation Enhancement Teacher provides mentoring and coaching services to students who are identified as needing these services. Also, a social worker provides the

connection with school-home-agency supports that help students in need. By considering the early warning systems that are in place, when a student is identified as having specific risk factors, supports are implemented.

### 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.**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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 | 0 | 19 | 20 | 28 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| One or more suspensions | 0 | 3 | 5 | 11 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Course failure in ELA or Math | 0 | 9 | 7 | 18 | 14 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 22 | 27 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |

***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 | 5 | 2 | 23 | 13 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |

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

The school-wide behavior system was established prior to the start of the new school year. By analyzing discipline data and teacher/staff input, the current system was revised. In order to implement the revised system, teachers were trained during planning week and weekly discipline data and feedback are provided. Surveys are provided periodically to allow for teacher/staff input, questions, and where necessary, coaching support provided.

The system includes specific praise, engagement strategies, a discipline hierarchy, and mystery motivators for both class and individual contingencies.

Gulf Trace Elementary provides various opportunities to ensure the social-emotional needs of all students are being met. A full time school counselor provides services that are specific to each child's individual need. In addition, a Graduation Enhancement Teacher provides mentoring and coaching services to students who are identified as needing these services. Also, a social worker provides the connection with school-home-agency supports that help students in need. By considering the early

warning systems that are in place, when a student is identified as having specific risk factors, supports are implemented.

## 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***

**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.**

Parents and business partners are invited to attend and be members of our School Advisory Committee and Parent Teacher Organization. By doing so, all stakeholders' voices are heard and input considered in order to fully support the needs of our school.

## 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 |
|---|---|
| Schooler, Hope | Principal |
| Henniger, Ronna | School Counselor |
| Grantham, Amy | Teacher, K-12 |
| McLeod, Kim | Teacher, K-12 |
| Ballard, Denise | Assistant Principal |
| Baker, Kristopher | Other |
| Cannarella, Jackie | Instructional Coach |
| Fernandez, Jennifer | Instructional Coach |
| Dintino, Carol | Teacher, K-12 |
| Forte, Alex | Teacher, K-12 |
| Stirn, Amber | 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.***

The teachers and staff participating in the Leadership Team have been trained in the MTSS process and help to collect and analyze team and school-wide data. The members of the team also help to coach/mentor others to utilize data to drive instruction and decision making in order to build the capacity of others.

***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.***

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Madison Fuller | Parent |
| Margaret Grubbs | Parent |
| Trevor Jacobs | Parent |
| Malissa Sellers | Parent |
| Sarah Stetson | Parent |
| Leah Straubel | Parent |
| Danielle Horn | Parent |
| Jessica Ledbetter | Parent |
| Bill Cook | Business/Community |
| Laura Hayhurst | Business/Community |
| Patty Stohl | Business/Community |
| Bill Stone | Business/Community |
| Stephanie Arner | Teacher |
| Tara Clawson | Teacher |
| Diana Hartman | Education Support Employee |
| Melinda Hashey | Teacher |
| Cameron Lloyd | Teacher |
| Sandy Saroukos | Education Support Employee |
| Corey Wauben | Teacher |
| Holly Wilson | Teacher |
| Hope Schooler | Principal |

**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*

SAC info will be uploaded after the election process on 9-13-16.

*b. Development of this school improvement plan*

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

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

***3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.***
No

*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 |
|---|---|
| Grantham, Amy | Teacher, K-12 |
| Henniger, Ronna | School Counselor |
| McLeod, Kim | Teacher, K-12 |
| Schooler, Hope | Principal |
| Cannarella, Jackie | Instructional Coach |
| Dintino, Carol | Teacher, K-12 |
| Fernandez, Jennifer | Instructional Coach |
| Forte, Alex | Teacher, K-12 |
| Ballard, Denise | Assistant Principal |
| Stirn, Amber | Teacher, K-12 |

**b. Duties**

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

At Gulf Trace the Leadership Team consists of representatives from different grade levels, including our interventionists, School Counselor and Instructional Coaches. The team comes together to discuss data, planning effective strategies, and most importantly how to build the capacity within their team/school. During grade level Professional Learning Communities, the representatives collaborate with Administration and prepare to then facilitate the PLC. Being sure to encompass the 5 guiding questions of MTSS and Marzano so that best practices are effectively planned for and monitored. Formative assessments are also developed, planned for delivery and analyzed to drive future 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.**

Our teachers are provided with a set time daily to commonly plan as well as a set time each week to plan as a Professional Learning Community. Support from Administration and Instructional Coaches are pushed into the PLCs to ensure capacity is building and effective practices are addressed within the areas of high impact instruction, data, engagement, ownership and instructional strategies. Norms and expectations are established and reviewed throughout the PLCs to help sustain positive working and collaborative relationships.

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

Coaching and mentoring is available for new members to the school. In addition, new teachers are encouraged to attend a monthly PLC for new teachers to continue to support and build capacity with current initiatives.

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

Teachers are matched with a teacher within their grade level or area of teaching. Ongoing mentoring opportunities are available and since teachers are generally paired with a like grade level teacher, planning and collaborating is allowed and modeled during the PLCs as well. Mentors are encouraged to attend monthly new teacher PLCs as well.

## 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.***

The instructional programs and materials (IRLA, Pearson ReadyGen, Fusion, GoMath, TCI) that are implemented at Gulf Trace are adopted countywide. Teachers follow pacing guides that are developed by district planning/curriculum committees that work to align the standards with available resources. Teachers are trained to support the standards with resources/materials that not only align with the standards but enhance the standards for optimal student achievement. Data is collected and analyzed frequently and consistently to determine needs of the core.

#### 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.***

Staff and teachers analyze data to compare progress with peers, district and state proficiency rates in the areas of reading, writing and math. Teachers collaboratively plan within their PLCs for differentiation within instruction during the core and interventions. Students not meeting state assessment proficiency rates will be invited to attend both Extended Day and Extended School Year. Students that meet this criteria will be provided differentiated instruction aligned with the standards to close learning gaps.

***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:** 3,600

Additional instruction with grade level standards

***Strategy Rationale***

Students who need additional time to master grade level standards will be provided the time necessary to do so, within a smaller class setting.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Ballard, Denise, dballard@pasco.k12.fl.us

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

Ongoing assessment data
IRLA

**Strategy:** Extended School Year

**Minutes added to school year:** 5,040

Extended school year

***Strategy Rationale***

Students not meeting grade level standards will be invited to attend summer school where instruction is differentiated to meet the needs of the learners.

***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***

IRLA

## 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.***

Feeder pattern meetings are held to help ease the transition for students. 6th grade math placement data are provided to assist with proper math placement along with data for ELA for proper reading placements. In addition, students are allowed to visit the middle school campus with the guidance counselor and/or graduation enhancement teacher.

## 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.***

# 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.** If all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success.

**G2.** If all teachers utilize high impact instruction, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas.

**G3.** If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across all settings.

## 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.** If all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success. 1a

G083336

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 50.0 |
| ELA Achievement District Assessment | 60.0 |
| Math Achievement District Assessment | 70.0 |

### Targeted Barriers to Achieving the Goal 3

- build capacity for MTSS process

### Resources Available to Help Reduce or Eliminate the Barriers 2

- BEP
- Social Worker
- Guidance Counselor
- Acknowledgements
- Behavior celebrations
- behavior binders
- Second Step
- Classroom meetings
- Social skill groups
- attendance rewards
- attendance letters
- PTO
- Teacher Appreciation Week
- Team builder
- LDC and Math Coaches
-

### Plan to Monitor Progress Toward G1. 8

IRLA Growth, IRLA Proficiency (on target), Math Fluency Checks (Got It and Almost There)

**Person Responsible**
Hope Schooler

**Schedule**
Quarterly, from 9/30/2016 to 5/22/2017

***Evidence of Completion***
Monthly growth and on target IRLA proficiency data will be collected, as well as math fluency checks.

**G2.** If all teachers utilize high impact instruction, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas. 1a

G083337

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Achievement District Assessment | 45.0 |
| ELA Achievement District Assessment | 55.0 |
| Science Achievement District Assessment | 40.0 |

### Targeted Barriers to Achieving the Goal 3

- Build capacity with instructional resources, such as pacing, depth of knowledge of standards, and common assessments

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Number Talks
- Writers' Workshop
- District support personnel
- Pearson's ReadyGen
- IRLA
- CCSS
- Canvas
- GTES Intranet with links and resources
- Marzano's framework
- Peers/peer coaching
- Go Math
- Manipulatives
- MMH
- RAZ KIDS
- Fontas and Pinnell
- iRead
- Fusion
- TCI
- Dreambox

## Plan to Monitor Progress Toward G2. 8

Coaching and Admin team will analyze quarterly assessment data with grade level teams using the "District Protocol" to determine growth and future instructional needs.

**Person Responsible**
Hope Schooler

**Schedule**
Quarterly, from 10/17/2016 to 6/2/2017

***Evidence of Completion***
Quarterly assessment data (Humanities, Math, Science and Writing) will monitored quarterly to determine progress towards our goal.

**G3.** If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across all settings. 1a

G083338

**Targets Supported** 1b

| Indicator | Annual Target |
|---|---|
| Attendance rate | 96.0 |
| Discipline incidents | 245.0 |

**Targeted Barriers to Achieving the Goal** 3

- Capacity building of MTSS process

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- District Support Personnel
- Administraton
- Coaches- ICT, Graduation Enhancement
- District professional development

## Plan to Monitor Progress Toward G3. 8

Student data will be collected and analyzed throughout the year such as IRLA, Quarterly Checks, ODRs, and attendance data.

**Person Responsible**
Hope Schooler

**Schedule**
Monthly, from 8/22/2016 to 5/22/2017

***Evidence of Completion***
PLC minutes and Leadership team minutes

# Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

**Problem Solving Key**

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

1 = Problem Solving Step S123456 = Quick Key

**G1.** If all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success. 1

G083336

**G1.B6** build capacity for MTSS process 2

B220842

**G1.B6.S1** If the capacity of MTSS was built at GTES, teachers would be more likely to utilize the problem solving cycle to think through barriers and become solution driven. 4

S233193

**Strategy Rationale**

**Action Step 1** 5

Instructional staff will collaborate within a variety of settings, frequently, to discuss data and problem solve effective and differentiated instructional strategies for groups and individual students by participating in standards-based, reflective conversations.

**Person Responsible**

Hope Schooler

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

PLC notes

## Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Notes/minutes/data will be constantly uploaded in Canvas after PLCs, Responding to Learnings, and other data discussions.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

IRLA Growth, math fluency and PLC Facilitator rubric will be discussed at least monthly.

## Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Leadership team will meet bi-weekly to discuss data results and develop plans for support when necessary.

**Person Responsible**

Hope Schooler

**Schedule**

Biweekly, from 9/6/2016 to 5/22/2017

***Evidence of Completion***

Data from fidelity checks around STAR time (IRLA) and Number Talks will be collected to determine means of support.

**G2.** If all teachers utilize high impact instruction, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas. 1

G083337

**G2.B1** Build capacity with instructional resources, such as pacing, depth of knowledge of standards, and common assessments 2

B220848

**G2.B1.S1** If teachers collaboratively unpack standards, consider the suggested scope and sequence and develop, utilize and analyze common formative assessments, then teachers will plan and deliver high impact instruction. 4

S233194

**Strategy Rationale**

While unpacking Humanities, Math and Science standards collaboratively, student data will demonstrate an increase in achievement on quarterly assessments.

**Action Step 1** 5

During PLCs and planning, coaches will support teams in unpacking standards, following the scope and sequence and develop, utilize and analyze common formative assessments.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

walk-throughs, posted schedules, student evidence, increase in student scores on grade level unit writing assessments

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

PLC Notes, Math, and IRLA data will be monitored.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

Student achievement data for math and IRLA will be analyzed, as well as quarterly check protocol notes from PLCs.

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

PLC Notes and data will be discussed monthly with Admin and Coaches.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

Quarterly Check data, PLC notes, etc.

**G3.** If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across all settings. 1

G083338

**G3.B2** Capacity building of MTSS process 2

B220866

**G3.B2.S1** Building the capacity for all staff members to fully understand the MTSS process continues to occur. 4

S233196

**Strategy Rationale**

New and veteran teachers have a varying levels of belief and understanding of how the MTSS process works and why.

**Action Step 1** 5

Teachers will work in a functioning PLC that allows for data to drive instructional strategies and practices, as well as reflective conversations.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

Student data will demonstrate if professional growth occurred.

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monthly meetings with the PLC Facilitators and questions regarding the MTSS process within their grade level PLCs will occur to ensure capacity is being developed with the facilitators.

**Person Responsible**

Hope Schooler

**Schedule**

Monthly, from 8/22/2016 to 5/15/2017

***Evidence of Completion***

PLC notes and rubric reflections

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Facilitators will lead PLCs in the problem solving process independently.

**Person Responsible**

Hope Schooler

**Schedule**

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

***Evidence of Completion***

Through PLC notes and conversations that occur of how PLC are functioning.

# 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.B6.S1.MA1 M303000 | Notes/minutes/data will be constantly uploaded in Canvas after PLCs, Responding to Learnings, and... | Schooler, Hope | 8/29/2016 | IRLA Growth, math fluency and PLC Facilitator rubric will be discussed at least monthly. | 5/15/2017 weekly |
| G3.B2.S1.MA1 M303008 | Monthly meetings with the PLC Facilitators and questions regarding the MTSS process within their... | Schooler, Hope | 8/22/2016 | PLC notes and rubric reflections | 5/15/2017 monthly |
| G1.B6.S1.A1 A298774 | Instructional staff will collaborate within a variety of settings, frequently, to discuss data and... | Schooler, Hope | 8/22/2016 | PLC notes | 5/19/2017 weekly |
| G1.MA1 M303001 | IRLA Growth, IRLA Proficiency (on target), Math Fluency Checks (Got It and Almost There) | Schooler, Hope | 9/30/2016 | Monthly growth and on target IRLA proficiency data will be collected, as well as math fluency checks. | 5/22/2017 quarterly |
| G3.MA1 M303009 | Student data will be collected and analyzed throughout the year such as IRLA, Quarterly Checks,... | Schooler, Hope | 8/22/2016 | PLC minutes and Leadership team minutes | 5/22/2017 monthly |
| G1.B6.S1.MA1 M302999 | Leadership team will meet bi-weekly to discuss data results and develop plans for support when... | Schooler, Hope | 9/6/2016 | Data from fidelity checks around STAR time (IRLA) and Number Talks will be collected to determine means of support. | 5/22/2017 biweekly |
| G2.B1.S1.MA1 M303002 | PLC Notes and data will be discussed monthly with Admin and Coaches. | Schooler, Hope | 8/22/2016 | Quarterly Check data, PLC notes, etc. | 5/22/2017 monthly |
| G2.B1.S1.MA1 M303003 | PLC Notes, Math, and IRLA data will be monitored. | Schooler, Hope | 8/22/2016 | Student achievement data for math and IRLA will be analyzed, as well as quarterly check protocol notes from PLCs. | 5/22/2017 weekly |
| G2.B1.S1.A1 A298775 | During PLCs and planning, coaches will support teams in unpacking standards, following the scope... | Schooler, Hope | 8/22/2016 | walk-throughs, posted schedules, student evidence, increase in student scores on grade level unit writing assessments | 5/22/2017 weekly |
| G3.B2.S1.MA1 M303007 | Facilitators will lead PLCs in the problem solving process independently. | Schooler, Hope | 8/22/2016 | Through PLC notes and conversations that occur of how PLC are functioning. | 5/22/2017 weekly |
| G3.B2.S1.A1 A298776 | Teachers will work in a functioning PLC that allows for data to drive instructional strategies and... | Schooler, Hope | 8/22/2016 | Student data will demonstrate if professional growth occurred. | 5/22/2017 weekly |
| G2.MA1 M303006 | Coaching and Admin team will analyze quarterly assessment data with grade level teams using the... | Schooler, Hope | 10/17/2016 | Quarterly assessment data (Humanities, Math, Science and Writing) will monitored quarterly to determine progress towards our goal. | 6/2/2017 quarterly |

# V. Professional Development Opportunities

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

**G1.** If all staff members proactively implement a problem solving approach, the culture at Gulf Trace Elementary School will allow all to shine with success.

**G1.B6** build capacity for MTSS process

**G1.B6.S1** If the capacity of MTSS was built at GTES, teachers would be more likely to utilize the problem solving cycle to think through barriers and become solution driven.

**PD Opportunity 1**

Instructional staff will collaborate within a variety of settings, frequently, to discuss data and problem solve effective and differentiated instructional strategies for groups and individual students by participating in standards-based, reflective conversations.

**Facilitator**

LDC, Math Coach and/or Admin, and School Based Leadership Team

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

**G2.** If all teachers utilize high impact instruction, then Gulf Trace Elementary students will demonstrate growth in all curriculum areas.

**G2.B1** Build capacity with instructional resources, such as pacing, depth of knowledge of standards, and common assessments

**G2.B1.S1** If teachers collaboratively unpack standards, consider the suggested scope and sequence and develop, utilize and analyze common formative assessments, then teachers will plan and deliver high impact instruction.

**PD Opportunity 1**

During PLCs and planning, coaches will support teams in unpacking standards, following the scope and sequence and develop, utilize and analyze common formative assessments.

**Facilitator**

Admin

**Participants**

Instructional Staff

**Schedule**

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

**G3.** If all teachers participate in a collaborative approach to problem solving and planning, focusing on data, engagement and ownership, student growth will occur across all settings.

**G3.B2** Capacity building of MTSS process

**G3.B2.S1** Building the capacity for all staff members to fully understand the MTSS process continues to occur.

**PD Opportunity 1**

Teachers will work in a functioning PLC that allows for data to drive instructional strategies and practices, as well as reflective conversations.

**Facilitator**

Admin and Coaches

**Participants**

Instructional Staff

**Schedule**

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