

Marion County Public Schools

# Anthony Elementary School



2016-17 Schoolwide Improvement Plan

## Anthony Elementary School

9501 NE JACKSONVILLE RD, Anthony, FL 32617

[ no web address on file ]

### 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	D	F

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Marion County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Anthony Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Where Missions are Possible Through Partnerships.

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

Committed to Partnering together in order for our students to become successful lifelong learners.

#### 2. School Environment

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

At the end of each school year, all teachers create student information cards that provide specific individual data on individual students, as well as a section for notes on each child related to proficiency, discipline, medical, etc. This information is used in the creation of scheduling students for the following school year. At the beginning of each new year, the new teachers receive the information in order to plan for the year.

The Friday prior to the first day of school is a scheduled Orientation for all students and parents to come out to the school and meet the teachers as well as become oriented to the school.

During the first couple weeks of school, teachers will have their students participate in class and team building activities while teaching procedures and expectations. Teachers are also required to make positive phone calls for every student in their class to begin the school year on a positive note.

During the month of Sept., we will hold a Title I informational meeting prior to our Open House event, where we invite anyone and everyone to join SAC and PTO. The Open House event allows for 3 separate sessions for teachers to present classroom information to the parents about school, class, and grade level expectations.

During each month there are scheduled PTO and SAC meetings inviting parents and the community to learn more about our school. Teachers are also available for parent conferences throughout the year.

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

All students are greeted by staff members as they step on campus. Whether a student is a walker, a car rider, extended day, or a bus rider, a staff member acknowledges their presence on campus. Staff members are visible throughout the campus on a regular basis. Students are able to approach a staff member at any time if they feel threatened, need assistance, or just want to talk. When students are dismissed for the day, staff members are also visible at all exit points on the campus to help students safely exit the campus. In addition, the leadership team can be seen in the cafeteria, hallways, breezeways, and classrooms on a daily basis. The school has an open line of communication between the students, the faculty, and the staff.

##### 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.

Our school has implemented PBS as our Tier 1 behavior system. All staff members were trained during the month of August 2016 on our school PBS model. The rules and expectations of the school were reviewed. A PBS committee has been established and is led by the Dean of discipline. This committee meets on a monthly basis to review the school wide implementation of PBS. Using a token economy, students can earn Thoroughbred Bucks throughout the school day that can be cashed in for various items and activities.

During the first week of school students were reminded of the rules and expectations of the school. All students participated in a PBS boot camp that went over the expectations for various areas on campus. The students receive thoroughbred bucks from various staff members for following the school wide expectations.

Teachers are expected to implement our Tier 1 behavior plan to fidelity. If a disciplinary need arises, our dean can be contacted. Teachers are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns.

**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.**

Our school has a Guidance Counselor that works closely as our Parent Liaison to assist students and families in need. The district provides a Synergy team composed of our School Psychologist, School Social Worker, and Behavior Specialist that also support all of the differing needs of our families. The School Leadership team meets weekly as a problem solving team, to discuss varying needs of groups of students, as well as individual students. Based on needs, the group will determine how best to assist students and families.

### 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.**

Early Warning System Indicators include: Attendance Below 90%; one or more suspensions; course failures; Level 1 on statewide assessment (FCAT) in Reading and/or Math.

**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	3	4	6	8	6	8	0	0	0	0	0	0	0	35
One or more suspensions	2	3	2	4	5	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	6	9	15	5	8	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

**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	1	2	3	2	3	6	0	0	0	0	0	0	0	17	



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

For students exhibiting 2 or more early warning indicators, the Leadership team watches these students closely. If attendance is an issue, the Guidance Counselor and School Social Worker intervene to work with the family to try and ensure the attendance improves. For students exhibiting course failures, or who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary academic interventions. In the case of students with warning indicators related to discipline and suspensions, SAT members will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

**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.**

We are currently inviting as many parents and community members to our SAC meetings that will attend. We utilize our Orientation and Open House events to promote parent involvement at the beginning of the year to get the parents there. We are offering an FSA parent training night to inform and educate parent of 3rd - 5th graders of the standards and expectations for the test, and what we are doing to support the students. We hold 4 different Award's Day Ceremonies as a way to celebrate student success that all parents are invited to attend. As an elementary school that is part of the 21st CCLC grant, we will also hold monthly Parent Involvement events. Some of these include a STEM Science Night, as well as 21st Century Gallery Walks where parents can come in during lunch time and view projects and STEM based work that is done by the students attending our 21st CCLC after school program. We are also implementing the Read and Rise program with our Pre-K and Kindergarten parents which will involve 6 different afternoon trainings.

**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
Williams, John	Principal
Houle, Jennifer	Assistant Principal
Bradshaw, Sandra	School Counselor
Werts, Laurie	Instructional Coach

## b. Duties

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

The School Leadership Team consists of the Principal, Assistant Principal, Dean of Students, Title I Reading Coach, Academic Math Coach, and Guidance Counselor. We meet once per week reviewing school-wide data to determine on-going needs of our school. The Principal monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The assistant principal also monitors overall student achievement focusing in on our Level 3 and above students, ensuring their enrichment needs are appropriate. The reading coach is focusing on the data from reading instruction, reading assessments, and reading interventions. The math coach focus' on our math needs and the math data from interventions to determine changes throughout the year. The dean pulls monthly discipline data to determine if we have students struggling in our Tier I Behavior Support System. The dean is also working with teachers in grades 3 - 5 in the area of science. The Guidance Counselor monitors attendance.

### **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.**

All teachers and instructional para-professionals utilize their time working with students during student time on campus, with the exception of one 50 minute block per day for teachers that is devoted to instructional planning. Instructional para-professionals have had extensive training this year with research based reading interventions that are being implemented on a daily basis. These interventions range from 30 to 45 minutes per day depending on the needs of the students. Title I funds are used to purchase 3 additional para-professionals to assist in the delivery of these research based interventions. These funds are also being utilized this year to provide professional development to teachers in Kagan Cooperative Learning. We are also using funds from this budget to purchase an I-Pad Cart with 20 I-pads in order to continue to update our technology needs with the incorporation of STEM lessons and activities.

Leadership meetings occur on Monday of each week to monitor programs and other school-wide data.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
John C. Williams	Principal
Jessica Alvarez	Parent
Della Crews	Parent
Vincent Foster	Parent
Lillian Hernandez	Education Support Employee
James Martin	Teacher
Dalaree Nasworth	Education Support Employee
Melissa Novoa	Teacher
Barbara Smith	Education Support Employee
Anna Smith	Parent
Paul Smith	Parent
Dawn Wilburt	Teacher
Judy Young	Parent
William Mozell	Parent
Charlotte Williams	Parent
Kathy White	Parent
Angela Thagard	Parent

## **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**

In May of 2016, members of the SAC and community were invited for an all day work session to review last year's school improvement plan, parent involvement plan, parent teacher compact, and . During this work session we reviewed the school improvement plan, the parent involvement plan, the school-parent compact, as well as the projected Title I allocation and proposed purchases.

#### **b. Development of this school improvement plan**

On the work session that the SAC members were invited to, we reviewed the goals and the progress made towards the goals, determining what aspects of the last's year's plan needed to be continued, and what else we need to focus on to help increase student achievement.

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

The Title I budget and plan for this year was revised with SAC during the May 2016 work session.

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

We did not receive School improvement funds last school year.

### **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
	Principal
Houle, Jennifer	Assistant Principal
Bradshaw, Sandra	School Counselor
Ross, Bobette	Instructional Media
Martin, James	Teacher, ESE
Flynn, Maleigha	Teacher, K-12
Novoa, Melissa	Teacher, K-12
Blackson, Dorothy	Teacher, K-12
Landt, Suzanne	Teacher, K-12
Day, Jean	Teacher, K-12
Von Ohlen, Nancy	Teacher, K-12
Rangel, Laurie	Teacher, PreK

#### b. Duties

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

The LLT meets once monthly and we analyze data from core instruction, assessments, and interventions to determine needs. We also discuss the AR program to determine the best use to promote reading and literacy.

### 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.

This year our school will continue to incorporate collaborative planning teachers: Pre-K through Kinder; 1st - 2nd grade; 3rd through 5th grade; and special area teachers During these planned and structured days, the first 30 minutes will have a focus on the specific SMART goals that each team created at the beginning of the school year. Each team chose an area and deliberate practice that was relevant to their grade/subjects that also support the school-wide goals. Teachers will also plan and write lessons together and as the year progresses and we will continue to utilize the Lesson Study model to learn from each other and the most effective engagement strategies for students.

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

Retaining and recruiting are a constant goal for Anthony Elementary. During the screening process we look for Highly Qualified and in-field candidates before interviewing and do our best to not hire anyone out of field.

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

All brand new teachers receive a mentor in their grade level or area to try and give them someone to go to in the area they teach. We also pair teachers that may not be brand new, but new to our school with a mentor. These groups met at the beginning of the school year and participated in an orientation and getting to know each other activities. They also meet on a weekly basis to discuss upcoming events as well as planning for instruction.

**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.***

Our school utilizes Core instructional programs that were state approved and went through the adoption process. We also utilize resources that were created and vetted by the State of Florida, such as CPLAMS.

**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.***

Data from state assessments is our initial identifier for students that are not at a proficient level. We also use data from AIMSweb, i-Ready Diagnostics, and local district assessments to determine the needs of our students. Based on the data and specific areas of weakness, students will receive interventions in ELA, Math, and Writing. Not only do we have entirely additional blocks of time (TROT & JUMP) for reading and math intervention and enrichment, teachers differentiate instruction in their ELA and Math block based on the student data.

***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: After School Program**

**Minutes added to school year: 26,000**

Our school was approved for the 21st Century Community Learning Center Grant which allows for the addition of 2 additional academic and 1 enrichment type project based lesson per day for 100 students.

**Strategy Rationale**

Providing motivating, project based STEM lessons to our at risk students will increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**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**

State assessments, school grades, and district assessments will be monitored to determine if achievement for the participating students increases.

**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.**

The Title I District Office provides a Title I Pre-K/VPK program on our campus. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Pre-School Youngsters) program.

**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.**

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life. On the early release days Anthony Elementary is coordinating with local businesses that have STEM related jobs to present various fields that students can become more aware of.

**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.**

At Anthony Elementary we have the 21st CCLC after school program that serves approximately 100 students using 2 academic/core lessons and one personal enrichment lesson four days per week. The academic/core lessons are STEM based and use a Problem Based Lesson format. We are also incorporating STEM clubs for 6 of our 8 early release days where every student on our campus will be involved in 4 different STEM based projects by the end of the school year. On the early release days we are also coordinating with local businesses that have STEM related jobs to present various fields that students can become more aware of.

**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" 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we, continue the use of Cooperative Learning, Extended Thinking Strategies, and Writing Across the Content area, and incorporate STEM through project/problem based learning, then we will see an increase in student achievement.

## 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 we, continue the use of Cooperative Learning, Extended Thinking Strategies, and Writing Across the Content area, and incorporate STEM through project/problem based learning, then we will see an increase in student achievement. 1a

G084113

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement	60.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	95.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher effectiveness
- Lack of time for teachers to collaborate in planning lessons and examining student data.
- Lack of parent involvement to be able to communicate goal and get needed support from parents.

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

- Effective Tier I instruction and plan for implementing Tier II & III instuction in reading and math
- Trained Instructional Para-professionals
- Research-based reading interventions
- Research-based math interventions
- Academic coaches supporting teacher needs

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

LEOCE data and FSA data will indicate increases in student achievement for all targets.

**Person Responsible**

John Williams

**Schedule**

On 6/19/2017

**Evidence of Completion**

Comparative data of how our school ranks compared to the other Florida Elementary schools.

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we, continue the use of Cooperative Learning, Extended Thinking Strategies, and Writing Across the Content area, and incorporate STEM through project/problem based learning, then we will see an increase in student achievement. 1

G084113

**G1.B1** Teacher effectiveness 2

B223486

**G1.B1.S1** Teachers will participate in Kagan Professional Development. 4

S235796

### Strategy Rationale

If we provide training in Cooperative Learning for teachers, then they will implement cooperative learning strategies throughout all subject areas in their classrooms.

### Action Step 1 5

Plan for Kagan Cooperative Learning Day1 and Day 4 training. (Location, substitutes, material costs, etc.)

#### Person Responsible

Jennifer Houle

#### Schedule

On 12/12/2016

#### Evidence of Completion

Board Approved Contract & training dates placed on school calendar.

### Action Step 2 5

Day 1 Training

#### Person Responsible

Jennifer Houle

#### Schedule

On 12/12/2016

#### Evidence of Completion

Attendance Roster & Agenda

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

E-mail to Mr. Williams to ensure planning for Kagan training has been completed.

**Person Responsible**

Jennifer Houle

**Schedule**

On 12/12/2016

***Evidence of Completion***

E-mail

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

E-mail to determine if there are any needs for the Kagan training.

**Person Responsible**

Jennifer Houle

**Schedule**

On 12/12/2016

***Evidence of Completion***

E-mail

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

Classroom walk through data

**Person Responsible**

John Williams

**Schedule**

Monthly, from 11/21/2016 to 5/19/2017

***Evidence of Completion***

By Jan. 75% of my teachers will be implementing Kagan Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Kagan Cooperative Learning strategies effectively.

**G1.B1.S2** Teachers will work in PLC groups with specific deliberate practices chosen that relate specifically to the school's chosen strategies for increasing student achievement. 4

 S235797

### Strategy Rationale

Teachers working collaboratively toward a common goal will allow for more effective classroom instruction.

### Action Step 1 5

Teacher teams will create a deliberate practice for their group to work on in a Professional Learning Community based on the school wide goal. Teams will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.

#### Person Responsible

John Williams

#### Schedule

Monthly, from 9/16/2016 to 4/27/2017

#### Evidence of Completion

Classroom walk thoughts with differentiated feedback provided to individual teachers based on the team focus from the PLC plan.

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

Monthly PLC meetings will occur in order to review progress towards the team goals and allow for collaboration amongst team members.

#### Person Responsible

John Williams

#### Schedule

Quarterly, from 9/16/2016 to 4/27/2017

#### Evidence of Completion

Lesson plans will evidence the use of chosen instructional strategies.

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

Administration and coaches will provide differentiated feedback to individual teachers based on the PLC goals written for the team.

**Person Responsible**

John Williams

**Schedule**

Monthly, from 10/15/2016 to 5/31/2017

***Evidence of Completion***

Teacher evaluations.

**G1.B2** Lack of time for teachers to collaborate in planning lessons and examining student data. 2

 B223487

**G1.B2.S1** Provide additional time throughout each month for teachers to examine student data and collaboratively plan so that Kagan Cooperative Learning structures, Extended Thinking Strategies, Writing Across the Content, and STEM through PBL's are incorporated into lesson planning. 4

 S235798

**Strategy Rationale**

Additional time for teachers to plan lessons together will improve plans and therefore improve instruction and teacher effectiveness.

**Action Step 1** 5

Create a schedule to provide project based lessons for students while the teachers are out of the classroom for Collaborative Planning.

**Person Responsible**

Jennifer Houle

**Schedule**

On 9/30/2016

***Evidence of Completion***

Completed schedule.

**Action Step 2** 5

Continue to use a PLC agenda for teachers to use during scheduled Collaborative Planning Days.

**Person Responsible**

Jennifer Houle

**Schedule**

Monthly, from 8/23/2016 to 4/27/2017

***Evidence of Completion***

Collaborative PLC Agenda



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

Leadership team will review the schedules for Collaborative Planning.

**Person Responsible**

Jennifer Houle

**Schedule**

On 9/30/2016

***Evidence of Completion***

Completed schedules for Collaborative Planning.

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

AP will review the created agenda for Collaborative Planning.

**Person Responsible**

Jennifer Houle

**Schedule**

Monthly, from 9/30/2016 to 4/27/2017

***Evidence of Completion***

Completed agendas.

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

AP will check with Principal 3 days prior to the events to ensure all has been planned and ready to implement.

**Person Responsible**

Jennifer Houle

**Schedule**

Monthly, from 10/2/2016 to 4/6/2017

***Evidence of Completion***

Review of all materials being utilized for the Collaborative Planning days, such as agenda, and lesson planning tasks for teachers.

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

During the monthly collaborative planning sessions, teachers will be asked to bring in student samples of work to be reviewed as teams from previous planning session in order to determine if the additional planning time supports the goal.

**Person Responsible**

Jennifer Houle

**Schedule**

Monthly, from 9/10/2016 to 5/19/2017

***Evidence of Completion***

Lesson plans created during the Collaborative Planning sessions.

**G1.B3** Lack of parent involvement to be able to communicate goal and get needed support from parents.

2

 B223488

**G1.B3.S1** Use funding from the Title I budget to support Parent Involvement strategies. 4

 S235799

### Strategy Rationale

If parents know our goals they will support us.

### Action Step 1 5

Determine what to budget different items that will help improve parent involvement throughout the school year.

#### Person Responsible

Saundra Bradshaw

#### Schedule

On 7/15/2016

#### Evidence of Completion

Parent Involvement items found in the Title I budget.

### Action Step 2 5

School use school website, word of mouth and special events to recruit parents for PTO and SAC committees.

#### Person Responsible

#### Schedule

Biweekly, from 8/29/2016 to 5/1/2017

#### Evidence of Completion

Membership rosters for SAC and PTO along with volunteer forms will be collected to track growth in membership.

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

All documents will be given to parents at the beginning of the school year and the Parent Night training will be planned for Dec.

**Person Responsible**

Jennifer Houle

**Schedule**

Monthly, from 9/14/2016 to 12/4/2016

***Evidence of Completion***

Parent survey results.

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

SAC and PTO membership data will be tracked.

**Person Responsible**

John Williams

**Schedule**

Every 6 Weeks, from 9/6/2016 to 5/1/2017

***Evidence of Completion***

Membership information for SAC and PTO

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

Review of parent survey results from Parent Involvement activities implemented.

**Person Responsible**

Saundra Bradshaw

**Schedule**

On 5/27/2017

***Evidence of Completion***

Survey results

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

Records will be kept of membership rosters,

**Person Responsible**

Saundra Bradshaw

**Schedule**

Quarterly, from 9/6/2016 to 5/1/2017





***Evidence of Completion***

Printed forms of SAC and PTO membership

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B3.S1.A1 A304110	Determine what to budget different items that will help improve parent involvement throughout the...	Bradshaw, Sandra	7/15/2016	Parent Involvement items found in the Title I budget.	7/15/2016 one-time
G1.B2.S1.MA1 M309548	Leadership team will review the schedules for Collaborative Planning.	Houle, Jennifer	9/30/2016	Completed schedules for Collaborative Planning.	9/30/2016 one-time
G1.B2.S1.A1 A304108	Create a schedule to provide project based lessons for students while the teachers are out of the...	Houle, Jennifer	9/20/2016	Completed schedule.	9/30/2016 one-time
G1.B3.S1.MA1 M309553	All documents will be given to parents at the beginning of the school year and the Parent Night...	Houle, Jennifer	9/14/2016	Parent survey results.	12/4/2016 monthly
G1.B1.S1.MA1 M309543	E-mail to Mr. Williams to ensure planning for Kagan training has been completed.	Houle, Jennifer	12/12/2016	E-mail	12/12/2016 one-time
G1.B1.S1.MA2 M309544	E-mail to determine if there are any needs for the Kagan training.	Houle, Jennifer	10/10/2016	E-mail	12/12/2016 one-time
G1.B1.S1.A1 A304105	Plan for Kagan Cooperative Learning Day1 and Day 4 training. (Location, substitutes, material...	Houle, Jennifer	11/9/2016	Board Approved Contract & training dates placed on school calendar.	12/12/2016 one-time
G1.B1.S1.A2 A304106	Day 1 Training	Houle, Jennifer	11/9/2016	Attendance Roster & Agenda	12/12/2016 one-time
G1.B2.S1.MA3 M309550	AP will check with Principal 3 days prior to the events to ensure all has been planned and ready to...	Houle, Jennifer	10/2/2016	Review of all materials being utilized for the Collaborative Planning days, such as agenda, and lesson planning tasks for teachers.	4/6/2017 monthly
G1.B2.S1.MA2 M309549	AP will review the created agenda for Collaborative Planning.	Houle, Jennifer	9/30/2016	Completed agendas.	4/27/2017 monthly
G1.B2.S1.A2 A304109	Continue to use a PLC agenda for teachers to use during scheduled Collaborative Planning Days.	Houle, Jennifer	8/23/2016	Collaborative PLC Agenda	4/27/2017 monthly
G1.B1.S2.MA1 M309546	Monthly PLC meetings will occur in order to review progress towards the team goals and allow for...	Williams, John	9/16/2016	Lesson plans will evidence the use of chosen instructional strategies.	4/27/2017 quarterly
G1.B1.S2.A1 A304107	Teacher teams will create a deliberate practice for their group to work on in a Professional...	Williams, John	9/16/2016	Classroom walk thoughts with differentiated feedback provided to individual teachers based on the team focus from the PLC plan.	4/27/2017 monthly
G1.B3.S1.MA4 M309552	Records will be kept of membership rosters,	Bradshaw, Sandra	9/6/2016	Printed forms of SAC and PTO membership	5/1/2017 quarterly
G1.B3.S1.MA3 M309554	SAC and PTO membership data will be tracked.	Williams, John	9/6/2016	Membership information for SAC and PTO	5/1/2017 every-6-weeks
G1.B3.S1.A2 A304111	School use school website, word of mouth and special events to recruit parents for PTO and SAC...		8/29/2016	Membership rosters for SAC and PTO along with volunteer forms will be collected to track growth in membership.	5/1/2017 biweekly
G1.B1.S1.MA1 M309542	Classroom walk through data	Williams, John	11/21/2016	By Jan. 75% of my teachers will be implementing Kagan Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Kagan Cooperative Learning strategies effectively.	5/19/2017 monthly

**Marion - 0071 - Anthony Elementary School - 2016-17 SIP**  
*Anthony Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M309547	During the monthly collaborative planning sessions, teachers will be asked to bring in student...	Houle, Jennifer	9/10/2016	Lesson plans created during the Collaborative Planning sessions.	5/19/2017 monthly
G1.B3.S1.MA1  M309551	Review of parent survey results from Parent Involvement activities implemented.	Bradshaw, Sandra	5/2/2017	Survey results	5/27/2017 one-time
G1.B1.S2.MA1  M309545	Administration and coaches will provide differentiated feedback to individual teachers based on the...	Williams, John	10/15/2016	Teacher evaluations.	5/31/2017 monthly
G1.MA1  M309555	LEOCE data and FSA data will indicate increases in student achievement for all targets.	Williams, John	6/12/2017	Comparative data of how our school ranks compared to the other Florida Elementary schools.	6/19/2017 one-time



## V. Professional Development Opportunities

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

**G1.** If we, continue the use of Cooperative Learning, Extended Thinking Strategies, and Writing Across the Content area, and incorporate STEM through project/problem based learning, then we will see an increase in student achievement.

### **G1.B1** Teacher effectiveness

**G1.B1.S1** Teachers will participate in Kagan Professional Development.

#### **PD Opportunity 1**

Plan for Kagan Cooperative Learning Day1 and Day 4 training. (Location, substitutes, material costs, etc.)

##### **Facilitator**

John Williams (Consulting with Kagan Trainer)

##### **Participants**

Teachers

##### **Schedule**

On 12/12/2016

#### **PD Opportunity 2**

Day 1 Training

##### **Facilitator**

Kagan Trainer - Rick Duvall

##### **Participants**

Teachers (All teachers not previously trained.)

##### **Schedule**

On 12/12/2016

**G1.B1.S2** Teachers will work in PLC groups with specific deliberate practices chosen that relate specifically to the school's chosen strategies for increasing student achievement.

**PD Opportunity 1**

Teacher teams will create a deliberate practice for their group to work on in a Professional Learning Community based on the school wide goal. Teams will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.

**Facilitator**

John Williams & Jennifer Houle

**Participants**

Teachers

**Schedule**

Monthly, from 9/16/2016 to 4/27/2017

**G1.B3** Lack of parent involvement to be able to communicate goal and get needed support from parents.

**G1.B3.S1** Use funding from the Title I budget to support Parent Involvement strategies.

**PD Opportunity 1**

Determine what to budget different items that will help improve parent involvement throughout the school year.

**Facilitator**

Teachers

**Participants**

Parents

**Schedule**

On 7/15/2016

## 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	Plan for Kagan Cooperative Learning Day1 and Day 4 training. (Location, substitutes, material costs, etc.)				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0071 - Anthony Elementary School	Title I, Part A		\$250.00
			Notes: Fees for materials.			
2	G1.B1.S1.A2	Day 1 Traning				\$6,348.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0071 - Anthony Elementary School	Title I, Part A		\$6,348.00
			Notes: Consultant Fees			
3	G1.B1.S2.A1	Teacher teams will create a deliberate practice for their group to work on in a Professional Learning Community based on the school wide goal. Teams will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.				\$0.00
4	G1.B2.S1.A1	Create a schedule to provide project based lessons for students while the teachers are out of the classroom for Collaborative Planning.				\$1,151.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0071 - Anthony Elementary School			\$1,151.00
			Notes: 1 Substitute to assist at each Collaborative Planning session.			
5	G1.B2.S1.A2	Continue to use a PLC agenda for teachers to use during scheduled Collaborative Planning Days.				\$0.00
6	G1.B3.S1.A1	Determine what to budget different items that will help improve parent involvement throughout the school year.				\$2,117.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0071 - Anthony Elementary School	Title I, Part A		\$2,117.00
			Notes: Funds used for student planners for communication, for Calendar of events, for a Parent information night training on STEM, and for Parent - Teacher compacts.			
7	G1.B3.S1.A2	School use school website, word of mouth and special events to recruit parents for PTO and SAC committees.				\$0.00
Total:						\$9,866.00