

Polk County Public Schools

Griffin Elementary School



2016-17 Schoolwide Improvement Plan

Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

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

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	68%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	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 Polk County School Board.

SIP Authority and Template

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

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 2 Eo

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission: To provide a high quality education for all students.

b. Provide the school's vision statement.

To establish cooperative, professional relationships with parents, staff and students in order to reach the goal of educating and nurturing the whole child.

2. School Environment

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

Relationships are built through the implementation of our school-wide Positive Behavioral Interventions and Support program. Teachers interact with students using a positive approach and with a attitude of caring and concern. Teachers are also encouraged to build connections with students from administration. For the 2016-2017 school year Griffin Elementary will be implementing CHAMPS as an extension to PBIS.

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

Griffin stresses the four main statements of our Positive Behavior Support program:

- ~ Show respect
- ~ On task
- ~ Accountable
- ~ Realize My Potential

SOARing to Success!!!

Each of these positive statements are taught and modeled. Students learn the expected behaviors in all areas of the campus including the bus ride to and from school and also across each area of campus. Griffin has expectations specifically targeted to each area and tied directly to the positive statements. These expectations are reinforced through the use of CHAMPS.

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.

Griffin staff members are trained during pre-planning with followup sessions during PLCs on the Positive Behavior Support program as well as CHAMPS. Administration expects that each teacher/ staff member utilize its components with fidelity. Expectations are visible and posted on campus and in every classroom. The program includes a specific protocols for behaviors that includes a process flow chart to guide staff members in decision making. Students earn punches (on the PBS Punch Card) as an incentive and positive rewards/celebrations are planned to keep students motivated.

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.

Teachers are provided with lesson plans from Positive Behavioral Interventions and Supports (PBIS) that are tied to the school-wide expectations and CHAMPS. The lesson plans address various social skills that are taught and modeled through daily lessons. Students have an opportunity to practice the social skills within the classroom community as well as throughout the campus.

The School Psychologist and School Counselor provides small group social skills lessons for targeted students needing additional support. Members of the PBS team work with students who have been identified as having academic and behavioral needs. Students check in and out with their mentor on a daily basis to set goals and discuss their progress.

Individual counseling is provided for students who require more intensive support.

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.

Polk County Schools' Early Warning System (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports to school administrators, teachers, school counselors of identified students who are off track and need more intensive supports. In addition to demographics, the reports include GPA, course failures, attendance, tardy information, in-school suspensions and out of school suspensions.

The system monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for promotion. We examine our data with the leadership team to make necessary adjustments to instructional strategies and other supports for students.

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	20	7	6	18	17	17	0	0	0	0	0	0	0	85
One or more suspensions	2	0	1	7	2	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	0	0	0	0	0	0	0	0	0	35
Lowest ELA FSA Quintile	0	0	0	0	19	18	0	0	0	0	0	0	0	37

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	2	0	1	5	2	1	0	0	0	0	0	0	0	11

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

Griffin utilizes:

- MTSS (academics and behavior) data is utilized over time to inform instruction and/or behavior interventions matched to student needs.
- Attendance Manager monitors tardies and attendance, schedules meetings with parents of targeted students to address attendance concerns/issues.
- Teacher and Administration contact to parents of students with three or more absences in a week.
- Hour of Power (intensive reading intervention instruction)
- Reading Interventionist provides additional reading support with small groups
- Guidance, School Psychologist, and the Mindful Schools Team provides social skills through small group behavioral support, targeting specific areas of need.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/321317>.

2. Description

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

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.

Through partnerships with the local community, Griffin is able to secure and utilize resources to support the school and student achievement. Our partnerships include, but are not limited to: Publix at Town and Country Square, Pepperidge Farm, Elk Lodge of Lakeland, Lions Club of Kathleen, Griffin Baptist Church, Bulk Nation, Home Depot and Kathleen Masonic Lodge.

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
Missouri, Dedra	Psychologist
Strong, Terry	Principal
Durham, Tangela	Assistant Principal
Osgood, Shanda	Instructional Coach
James, Krystal	Instructional Coach
Brown, Janel	Other

b. Duties

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

Terry R. Strong - Principal
Tangela M. Durham - Assistant Principal
Rhonda Murray - School Counselor
Dedra Missouri - School Psychologist
Janel Brown - Title I Interventionist
Shanda Osgood - Reading Coach
Krystal James - Math Coach
Cheryl Revolinski - Science Coach

The top three areas of focus for the leadership team is 1. planning 2. monitoring and 3. coaching. The team works collaboratively to implement and monitor the goals and strategies of the school improvement plan. The SBLT also reviews all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5.

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.

In order to meet the needs of all students and maximize desired student outcomes, the leadership team analyzed performance data and aligned academic coaches and personnel to meet those specific needs. Title One Federal dollars and local district allocations are utilized to secure additional support personnel and resources. Administration and the leadership team monitors the alignment of the resources on a weekly basis through analysis of assessment data, observations, walk through data, feedback from academic coaches and other personnel. The problem solving process is utilized to make decisions and adjustments as needed.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
TBD	Parent
Terry Strong	Principal
Anthony Broadnax	Business/Community
Vivian Underwood	Business/Community
Krystal James	Teacher
Tangela Durham	Principal
Janel Brown	Parent
Debra Glisson	Education Support Employee

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

During SAC meetings, SIP goals and data are reviewed to measure the effectiveness of last year's school improvement plan.

b. Development of this school improvement plan

The leadership team, in collaboration with the DOE, determined to continue the success of the prior year goals but to refine and improve the effectiveness of implementation. The SIP was submitted during the first SAC meeting for a vote of approval.

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

Lottery money will be used based on the suggestions of the SAC committee. Committee members provided suggestions on various resources to spend the money.

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

The goals, strategies and professional development in last year's school improvement plan did not require an allocation of funds.

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
Osgood, Shanda	Instructional Coach
Brown, Janel	Teacher, Career/Technical
Durham, Tangela	Assistant Principal
Missouri, Dedra	Psychologist
James, Krystal	Instructional Coach
Strong, Terry	Principal

b. Duties

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

Literacy is promoted within the school by making literacy and reading the cornerstone of all content areas. Through collaborative planning, modeling and practice, teachers are lead to incorporate literacy strategies in all content areas. The LLT provides teachers with resources and strategies through planning and professional development that allows teachers to focus on 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.

Teams meet weekly with administration and instructional coaches for collaborative planning. Collaborative planning takes place each week during each grade levels' specials time. These planning sessions are held in the grade level's classroom. The focus of the planning sessions is to study the standards and to ensure understanding of the intent of the standards. Then, they collaboratively align instructional strategies/ tasks with the standards. Teams come prepared with the Standards Based Instructional Tool (SBIT) for Math.

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

Administration and leadership team attends yearly job fair sponsored by the district. Administration encourages all staff to maintain a positive attitude and talk about Griffin in a positive light. Potential applicants are screened based on specific criteria to fit the needs of the vacancy. Interview questions are created to allow the interview team/administration to gauge responses that allow the right selection and fit for Griffin. Current teachers are encouraged, praised, and celebrated with special notes or small tokens of appreciation in their mailboxes to maintain morale and help us to retain quality staff. Professional development is provided through weekly Professional Learning Communities to increase teacher capacity.

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

The mentoring program follows the districts criteria by pairing new teachers with coaches. Teachers meet routinely with the coach to complete the accomplished practices. This cycle might include non-evaluative observations, coaching and modeling as needed, and support in any area needed. New staff are part of a committee that meet monthly with staff members for ongoing support and development meetings. They are oriented to the campus as well as learn the expectations or procedures for the Griffin campus.

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 Florida Standards are the basis of all instruction. Our core Instructional program utilizes the district's curriculum/ learning maps along with the approved materials and the Standards Based Instructional Tool (SBIT) to ensure instructional materials are aligned with the standards. Planning is done collaboratively with teams/instructional coaches.

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 multiple sources are utilized to plan for instruction. Sources of data include: IBTP, FAIR, Reading Wonders Weekly assessment (standards), FCAT explorer for Science and weekly math assessments.

From the data sources and standards tracking, small groups are formed and planning takes place to match the need of small group interventions with standard/skill deficits within the 120 minute reading block. In addition, Griffin provides an additional hour of reading instruction titled "Hour of Power".

Using FAIR data, teachers work with the reading coach to provide students with targeted interventions found in Reading Wonders Foundational Skills, FCRR, CPALMS, Wonder Works, and Achieve 3000. The reading interventionist also utilizes this data to form small groups either in class or pull out for intensive skill-based instruction.

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: 10,800

The district standard of minimum hours already surpasses the state requirement. Within the 7 hours instructional day, Griffin incorporates an additional hour of reading instruction.

Strategy Rationale

This hour is to focus on foundational skills using FAIR-S data. The teacher will work with small groups focusing on those needing the most intensive interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Osgood, Shanda , shanda.osgood@polk-fl.net

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

The data collected will be FAIR-S, IBTP, Achieve 3000, FCRR assessments and Curriculum Based Measurement (CBM) probes. It will be analyzed weekly as lesson plans and groups are formed. The reading coach will assist and monitor for fidelity.

Strategy: After School Program

Minutes added to school year: 1,980

The goal of small group literacy/math tutoring is to assess and work with students' individual strengths, weaknesses, and interests through the three M's: Motivation, Monitoring, & Modeling.

Strategy Rationale

To increase student achievement and overall self-confidence.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Durham, Tangela, tangela.durham@polk-fl.net

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

Pre & Post Assessments, (STAR & Formative Assessments CPALMS)

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.

Griffin's Pre-K works closely with the kindergarten team to align curriculum to ensure students are prepared to transition successfully.

Middle school representatives visit Griffin to hold informational meetings to help parents and student prepare for the transition.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.** On a daily basis teachers will deliver differentiated small group instruction with fidelity in English/ Language Arts and Mathematics.
- G2.** Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas which will increase student achievement by the end of the school year 2017.
- G3.** The Griffin community will increase student attendance and classroom management.

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. On a daily basis teachers will deliver differentiated small group instruction with fidelity in English/ Language Arts and Mathematics. 1a

G085020

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding and effective implementation of small groups.
- Teachers not able to identify resources for small groups.
- Inadequate management of small groups.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide professional development with modeling of small groups, Coaching Cycles, Florida Standards, District Learning Schedules, CPALMS, FCRR, Standards Based Instructional Tool (SBIT) for Math, Reading Wonders, Go Math, Achieve 3000, Weekly Assessments, STAR, Curriculum Coaches, Title One Interventionist

Plan to Monitor Progress Toward G1. 8

FAIR, weekly and module assessment data will be collected and analyzed to determine progress towards the effectiveness of differentiated small group instruction and student learning in Language Arts and Math, Observed teacher led small group instruction in its entirety with provided immediate feedback through conferencing.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

Classroom walkthrough data, FAIR-FS data for grades 3-5, Reading Wonders Diagnostics (K-2), weekly Reading Wonders Assessments grades 1 - 5, end of module math assessments and midyear IBTP, (4th and 5th grade) and end of unit assessments (K-5).

G2. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas which will increase student achievement by the end of the school year 2017. 1a

G085021

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of how to analyze, disaggregate, and use data to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches, Professional Development, FAIR-FS, Mid and End of year assessments, weekly Reading Wonders, end of module IBTP math assessments, quarterly science IBTP assessments, Grade chairs, administration, student, teacher and school data chats

Plan to Monitor Progress Toward G2. 8

Data will be monitored to determine effectiveness.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/8/2016 to 6/1/2017

Evidence of Completion

Results of walk-through observations

G3. The Griffin community will increase student attendance and classroom management. 1a

G085022

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	210.0
Attendance rate	95.0
One or More Suspensions	85.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff do not uniformly demonstrate effective classroom management to ensure systematic monitoring.
- Too many out of school suspensions (2015-2016 school year)

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS, PBIS, Mindful School Project, Professional Development
- Discipline data (2015-2016), PBIS Data

Plan to Monitor Progress Toward G3. 8

Walkthroughs and pre and post checklists

Person Responsible

Terry Strong

Schedule

Weekly, from 9/12/2016 to 1/31/2017

Evidence of Completion

Decreased referrals, increase student time on task,

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. On a daily basis teachers will deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics. **1**

 **G085020**

G1.B1 Lack of teacher understanding and effective implementation of small groups. **2**

 **B226142**

G1.B1.S1 Professional Development provided by Administration and Coaches. **4**

 **S238536**

Strategy Rationale

To ensure all teachers have the opportunity to collaborate with administration, coaches, and team members for a better understanding of what small group instruction must look like in our building.

Action Step 1 **5**

Professional Development provided by Administration and Coaches.

Person Responsible

Terry Strong

Schedule

Monthly, from 8/25/2016 to 6/1/2017

Evidence of Completion

lesson plans, agendas, sign-in sheets

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

FAIR, weekly and module assessment data will be collected and analyzed to determine progress towards the effectiveness of differentiated small group instruction in Language Arts and Math, Observed teacher led small group instruction in its entirety with provided immediate feedback through conferencing.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Lesson plans, observation data, notes from team meetings/collaborative planning.

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

Administrators and coaches will observe teachers planning and delivering differentiated small group instruction.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Observation data and feedback.

G1.B1.S2 Weekly collaborative planning will take place with curriculum coaches. 4

 S238537

Strategy Rationale

To ensure all teachers have the opportunity to collaborate with administration, coaches, and team members for a better understanding of what small group planning and instruction must look like in our building.

Action Step 1 5

Teachers will be assigned pre-planning roles to complete prior to collaborative planning.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Minutes, pre-planning checklist

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

Grade chairs will submit pre-planning checklist to administration.

Person Responsible

Tangela Durham

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Completed checklist

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

Effectiveness will be monitored through lesson plans and the resulting instruction observed.

Person Responsible

Tangela Durham


Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.

G1.B1.S3 Coaching cycles will address individual teacher learning styles and needs. 4

 S238538

Strategy Rationale

To ensure all teachers with specific needs will have the opportunity to collaborate with administration, coaches, and team members for a better understanding of what small group planning and instruction must look like in our building

Action Step 1 5

Teachers will be required to use FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data

Person Responsible

Shanda Osgood

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 2 5

Teachers will be required to use end of module assessments and Mini MAFS standard assessments

Person Responsible

Krystal James

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 3 5

Teachers will be required to use IBTP (5th) and end of unit assessments (K-4)

Person Responsible

Morag Betz

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teacher tracking logs, lesson plans

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

Data discussions , data tracking sheet checks

Person Responsible

Tangela Durham

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, data tracking sheets

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teachers not able to identify resources for small groups. 2

 B226143

G1.B2.S1 Introduce resources from Reading Wonders and Think Central (Go Math) through Professional Development and collaborative planning 4

 S238539

Strategy Rationale

Assist teachers in locating appropriate resources for small group instruction.

Action Step 1 5

Take a virtual walk through Reading Wonders Tier 2 resources.

Person Responsible

Shanda Osgood

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Coaching logs, Lesson Plans, Teacher sign in sheets and presentation power points

Action Step 2 5

Take a virtual walk through Think Central (Go Math).

Person Responsible

Krystal James

Schedule

Monthly, from 9/22/2016 to 5/25/2017

Evidence of Completion

Coaching logs, Lesson Plans, Teacher sign in sheets and presentation power points

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

Teacher led small group observations.

Person Responsible

Terry Strong

Schedule

Daily, from 9/1/2016 to 5/25/2017

Evidence of Completion

Observation notes and conference feedback

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

Administrators and coaches will survey teachers and review student data to determine effectiveness of district/state resources utilized in small group instruction.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/8/2016 to 5/25/2017


Evidence of Completion

Teacher feedback from survey monkey, resource program student assessment data

G1.B3 Inadequate management of small groups. 2

 B226144

G1.B3.S1 Teachers will develop students' accountability processes for small group instruction. 4

 S238540

Strategy Rationale

This will allow teachers to focus on teacher-led activities while other groups are involved in small group centers.

Action Step 1 5

Teachers will construct academic centers in Language Arts and Math that contain consistent labeling and directions for students across grade levels. Teachers will hold students accountable for following directions in centers.

Person Responsible

Shanda Osgood

Schedule

Weekly, from 10/6/2016 to 5/25/2017

Evidence of Completion

Teacher observations and feedback

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

Academic Coaches will observe classrooms to determine proper labeling and

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas which will increase student achievement by the end of the school year 2017. **1**

 G085021

G2.B1 Lack of knowledge of how to analyze, disaggregate, and use data to drive instruction. **2**

 B226145

G2.B1.S1 Professional Development on how to analyze and use the data to drive standards based instruction in all content areas. **4**

 S238541

Strategy Rationale

To increase teacher understanding on data collection and how to use the information to form instructional lessons.

Action Step 1 **5**

Administration and Coaches will provide PLC on analyzing and interpreting data for the use of instructional planning.

Person Responsible

Terry Strong

Schedule

Monthly, from 9/29/2016 to 6/1/2017

Evidence of Completion

Agenda, follow up, sign in sheets, presentation materials

Action Step 2 **5**

Administration and Coaches will provide PLC on disaggregating data for the use of instructional planning.

Person Responsible

Terry Strong

Schedule

Monthly, from 9/29/2016 to 6/1/2017

Evidence of Completion

Agenda, follow up, sign in sheets, presentation materials

Action Step 3 5

Teachers will utilize grade level spreadsheets to collect formative assessment data and post in one drive and share with both administration and coaches.

Person Responsible

Terry Strong

Schedule

Weekly, from 10/24/2016 to 6/1/2017

Evidence of Completion

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

Monthly data chats with teachers.

Person Responsible

Terry Strong

Schedule

Monthly, from 9/8/2016 to 6/1/2017

Evidence of Completion

Documentation of student data and data chats, sign in sheets, agenda, teacher reflection documentation

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

Data will be monitored to determine effectiveness.

Person Responsible

Terry Strong

Schedule

Monthly, from 9/8/2016 to 6/1/2017

Evidence of Completion

Data reports from FAIR-FS, teacher data sheets, STAR, IBTP reports for math (1-5), IBTP reports for science (4-5), unit assessments for science (K-5)


G3. The Griffin community will increase student attendance and classroom management. 1

 G085022

G3.B1 Instructional staff do not uniformly demonstrate effective classroom management to ensure systematic monitoring. 2

 B226146

G3.B1.S1 Increase teacher effectiveness in managing classroom behaviors. 4

 S238542

Strategy Rationale

Effective classroom management leads to fewer disruptions in the classroom which in turn leads to higher student achievement.

Action Step 1 5

Identify teachers and provide professional development for those needing additional support in classroom management.

Person Responsible

Terry Strong

Schedule

On 9/26/2016

Evidence of Completion

Office referrals, minor forms, coaching logs, sign in sheets agendas, presentations professional development

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will complete classroom walkthroughs and monitor office referral data from those specific classrooms.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/27/2016 to 1/31/2017

Evidence of Completion

Office referral data, teacher conference logs, checklist before and after survey

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Walkthroughs with immediate feedback using a pre and post checklist.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/12/2016 to 1/31/2017

Evidence of Completion

Pre and Post Checklist, walkthrough data

G3.B2 Too many out of school suspensions (2015-2016 school year) 2

 B226147

G3.B2.S1 Teachers will make frequent phone calls to build positive relationships with families. 4

 S238543

Strategy Rationale

Lack of positive relationships between teachers and families.

Action Step 1 5

Teachers will keep records of phone calls to families.

Person Responsible

Terry Strong

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

phone logs and conferences with administration

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

Random checks of phone logs and anecdotal notes.

Person Responsible

Terry Strong

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Phone logs, anecdotal notes, as well as administration/teacher notes

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

Conversations with teachers and families.

Person Responsible

Terry Strong

Schedule

Monthly, from 8/15/2016 to 6/2/2017















Evidence of Completion

Increased student attendance and decrease in out of school suspensions.

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.B3.S1.MA1 M315540	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1 M315541	Academic Coaches will observe classrooms to determine proper labeling and		No Start Date		No End Date one-time
G1.B1.S3.MA1 M315536	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 M315534	Effectiveness will be monitored through lesson plans and the resulting instruction observed.	Durham, Tangela	9/28/2015	Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.	5/31/2016 weekly
G1.B1.S2.MA1 M315535	Grade chairs will submit pre-planning checklist to administration.	Durham, Tangela	9/28/2015	Completed checklist	5/31/2016 weekly
G1.B1.S2.A1 A308867	Teachers will be assigned pre-planning roles to complete prior to collaborative planning.	Durham, Tangela	9/28/2015	Minutes, pre-planning checklist	5/31/2016 weekly
G1.B1.S3.MA1 M315537	Data discussions , data tracking sheet checks	Durham, Tangela	9/4/2015	Lesson plans, data tracking sheets	6/3/2016 one-time
G1.B1.S3.A1 A308868	Teachers will be required to use FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and...	Osgood, Shanda	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 weekly
G1.B1.S3.A2 A308869	Teachers will be required to use end of module assessments and Mini MAFS standard assessments	James, Krystal	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 biweekly
G1.B1.S3.A3 A308870	Teachers will be required to use IBTP (5th) and end of unit assessments (K-4)	Betz, Morag	8/24/2015	teacher tracking logs, lesson plans	6/9/2016 biweekly
G3.B1.S1.A1 A308877	Identify teachers and provide professional development for those needing additional support in...	Strong, Terry	9/26/2016	Office referrals, minor forms, coaching logs, sign in sheets agendas, presentations professional development	9/26/2016 one-time
G3.MA1 M315550	Walkthroughs and pre and post checklists	Strong, Terry	9/12/2016	Decreased referrals, increase student time on task,	1/31/2017 weekly
G3.B1.S1.MA1 M315546	Walkthroughs with immediate feedback using a pre and post checklist.	Strong, Terry	9/12/2016	Pre and Post Checklist, walkthrough data	1/31/2017 weekly
G3.B1.S1.MA1 M315547	Administration will complete classroom walkthroughs and monitor office referral data from those...	Strong, Terry	9/27/2016	Office referral data, teacher conference logs, checklist before and after survey	1/31/2017 weekly
G1.MA1 M315542	FAIR, weekly and module assessment data will be collected and analyzed to determine progress...	Strong, Terry	9/6/2016	Classroom walkthrough data, FAIR-FS data for grades 3-5, Reading Wonders Diagnostics (K-2), weekly Reading Wonders Assessments grades 1 - 5, end of module math assessments and midyear IBTP, (4th and 5th grade) and end of unit assessments (K-5).	5/25/2017 weekly
G1.B2.S1.MA1 M315538	Administrators and coaches will survey teachers and review student data to determine effectiveness...	Strong, Terry	9/8/2016	Teacher feedback from survey monkey, resource program student assessment data	5/25/2017 weekly
G1.B2.S1.MA1 M315539	Teacher led small group observations.	Strong, Terry	9/1/2016	Observation notes and conference feedback	5/25/2017 daily
G1.B2.S1.A1 A308871	Take a virtual walk through Reading Wonders Tier 2 resources.	Osgood, Shanda	9/15/2016	Coaching logs, Lesson Plans, Teacher sign in sheets and presentation power points	5/25/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2  A308872	Take a virtual walk through Think Central (Go Math).	James, Krystal	9/22/2016	Coaching logs, Lesson Plans, Teacher sign in sheets and presentation power points	5/25/2017 monthly
G1.B3.S1.A1  A308873	Teachers will construct academic centers in Language Arts and Math that contain consistent...	Osgood, Shanda	10/6/2016	Teacher observations and feedback	5/25/2017 weekly
G3.B2.S1.MA1  M315549	Random checks of phone logs and anecdotal notes.	Strong, Terry	8/15/2016	Phone logs, anecdotal notes, as well as administration/teacher notes	5/25/2017 monthly
G3.B2.S1.A1  A308878	Teachers will keep records of phone calls to families.	Strong, Terry	8/15/2016	phone logs and conferences with administration	5/31/2017 monthly
G2.MA1  M315545	Data will be monitored to determine effectiveness.	Strong, Terry	9/8/2016	Results of walk-through observations	6/1/2017 weekly
G1.B1.S1.MA1  M315532	Administrators and coaches will observe teachers planning and delivering differentiated small group...	Strong, Terry	9/6/2016	Observation data and feedback.	6/1/2017 weekly
G1.B1.S1.MA1  M315533	FAIR, weekly and module assessment data will be collected and analyzed to determine progress...	Strong, Terry	9/1/2016	Lesson plans, observation data, notes from team meetings/collaborative planning.	6/1/2017 weekly
G1.B1.S1.A1  A308866	Professional Development provided by Administration and Coaches.	Strong, Terry	8/25/2016	lesson plans, agendas, sign-in sheets	6/1/2017 monthly
G2.B1.S1.MA1  M315543	Data will be monitored to determine effectiveness.	Strong, Terry	9/8/2016	Data reports from FAIR-FS, teacher data sheets, STAR, IBTP reports for math (1-5), IBTP reports for science (4-5), unit assessments for science (K-5)	6/1/2017 monthly
G2.B1.S1.MA1  M315544	Monthly data chats with teachers.	Strong, Terry	9/8/2016	Documentation of student data and data chats, sign in sheets, agenda, teacher reflection documentation	6/1/2017 monthly
G2.B1.S1.A1  A308874	Administration and Coaches will provide PLC on analyzing and interpreting data for the use of...	Strong, Terry	9/29/2016	Agenda, follow up, sign in sheets, presentation materials	6/1/2017 monthly
G2.B1.S1.A2  A308875	Administration and Coaches will provide PLC on disaggregating data for the use of instructional...	Strong, Terry	9/29/2016	Agenda, follow up, sign in sheets, presentation materials	6/1/2017 monthly
G2.B1.S1.A3  A308876	Teachers will utilize grade level spreadsheets to collect formative assessment data and post in...	Strong, Terry	10/24/2016		6/1/2017 weekly
G3.B2.S1.MA1  M315548	Conversations with teachers and families.	Strong, Terry	8/15/2016	Increased student attendance and decrease in out of school suspensions.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. On a daily basis teachers will deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics.

G1.B1 Lack of teacher understanding and effective implementation of small groups.

G1.B1.S1 Professional Development provided by Administration and Coaches.

PD Opportunity 1

Professional Development provided by Administration and Coaches.

Facilitator

Administration

Participants

Instructional Staff and Coaches

Schedule

Monthly, from 8/25/2016 to 6/1/2017

G2. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas which will increase student achievement by the end of the school year 2017.

G2.B1 Lack of knowledge of how to analyze, disaggregate, and use data to drive instruction.

G2.B1.S1 Professional Development on how to analyze and use the data to drive standards based instruction in all content areas.

PD Opportunity 1

Administration and Coaches will provide PLC on analyzing and interpreting data for the use of instructional planning.

Facilitator

Terry R. Strong, Tangela Durham, Shanda Osgood, Krystal James, Cheryl Revolinski

Participants

K-5 Teachers

Schedule

Monthly, from 9/29/2016 to 6/1/2017

PD Opportunity 2

Administration and Coaches will provide PLC on disaggregating data for the use of instructional planning.

Facilitator

Terry R. Strong, Tangela Durham, Shanda Osgood, Krystal James, Cheryl Revolinski

Participants

K-5 Teachers

Schedule

Monthly, from 9/29/2016 to 6/1/2017

G3. The Griffin community will increase student attendance and classroom management.

G3.B1 Instructional staff do not uniformly demonstrate effective classroom management to ensure systematic monitoring.

G3.B1.S1 Increase teacher effectiveness in managing classroom behaviors.

PD Opportunity 1

Identify teachers and provide professional development for those needing additional support in classroom management.

Facilitator

Mindful Schools Project

Participants

Tier 2 Teachers (including new)

Schedule

On 9/26/2016

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	Professional Development provided by Administration and Coaches.	\$0.00
2	G1.B1.S2.A1	Teachers will be assigned pre-planning roles to complete prior to collaborative planning.	\$0.00
3	G1.B1.S3.A1	Teachers will be required to use FAIR-FS data for 3-5, Reading Wonders Diagnostics (K-2), and weekly Reading assessment data	\$0.00
4	G1.B1.S3.A2	Teachers will be required to use end of module assessments and Mini MAFS standard assessments	\$0.00
5	G1.B1.S3.A3	Teachers will be required to use IBTP (5th) and end of unit assessments (K-4)	\$0.00
6	G1.B2.S1.A1	Take a virtual walk through Reading Wonders Tier 2 resources.	\$0.00
7	G1.B2.S1.A2	Take a virtual walk through Think Central (Go Math).	\$0.00
8	G1.B3.S1.A1	Teachers will construct academic centers in Language Arts and Math that contain consistent labeling and directions for students across grade levels. Teachers will hold students accountable for following directions in centers.	\$0.00
9	G2.B1.S1.A1	Administration and Coaches will provide PLC on analyzing and interpreting data for the use of instructional planning.	\$0.00
10	G2.B1.S1.A2	Administration and Coaches will provide PLC on disaggregating data for the use of instructional planning.	\$0.00
11	G2.B1.S1.A3	Teachers will utilize grade level spreadsheets to collect formative assessment data and post in one drive and share with both administration and coaches.	\$0.00
12	G3.B1.S1.A1	Identify teachers and provide professional development for those needing additional support in classroom management.	\$0.00
13	G3.B2.S1.A1	Teachers will keep records of phone calls to families.	\$0.00
Total:			\$0.00