

# Gibbons Street Elementary School



# 2016-17 Schoolwide Improvement Plan

## Gibbons Street Elementary School

1860 GIBBONS ST E, Bartow, FL 33830

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

### 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	69%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan 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 Gibbons Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	N/A - Closed

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

To make conscious decisions to reach and teach ALL students.

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

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

#### 2. School Environment

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

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

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

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

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

##### 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.

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

##### 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.

As part of the PBS process, select students are provided with mentors through the Check-In, Check-Out system. Select students also participate in the DrumBEAT program facilitated by the school's guidance counselor, students use rhythm and drums to focus on a social connection. The school's guidance counselor is readily available to meet with individual students or small groups of students on an as needed basis. Additionally, mental health counseling is available to qualifying students.

### 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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
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	10	13	17	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	10	14	19	0	0	0	0	0	0	0	43

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

The master schedule affords additional time for remediation or acceleration in the area of reading and math for all students in grades K-5. During this time classroom teachers provide intensive intervention instruction to identified students. Americorps volunteers work with select students in K-3 in the area of reading during 30 minute sessions twice a week. Reading Pals mentors sponsored through United Way are assigned to select kindergarten students identified as below grade level in reading and high school mentors from Bartow High School within the Teen Trendsetter program provide tutoring for select students in grades 1-2 identified as below grade level in reading.

## 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**

See Parent Involvement Plan

**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.**

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

**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
Timmons, Chabre	Principal
Thomas, Patricia	School Counselor
Mikolon, Diane	Instructional Coach
Lumbra, Kimberly	Instructional Media
Iefan, kristen	Teacher, K-12
Bearden, Melissa	Teacher, K-12
Newton, Alexah	Teacher, K-12
Quiroa, Maria	Assistant Principal

**b. Duties**

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

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



communicates with parents regarding school-based MTSS plans and activities.

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

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

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

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

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

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

- \*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.

- \*Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- \*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- \*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

#### Title I, Part A

Title I, Part A, funds school-wide services to Gibbons Street Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

##### Violence Prevention Programs

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

##### Nutrition Programs

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

##### Housing Programs

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

##### Head Start

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Chabre Timmons	Principal
Rodney White	Education Support Employee
Betty Drake	Business/Community
JoEllen Brogdon	Business/Community
Roderick Hudnell	Business/Community
Ruby Young	Business/Community
Paul Mudgett	Business/Community
Eric Hermelbracht	Business/Community

## b. Duties

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

#### *a. Evaluation of last year's school improvement plan*

At the initial SAC meeting of the 2016-2017 school year, SAC members will review the 2016 School Grade and/or student achievement data as compared to the 2015-2016 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

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

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

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

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

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

The majority of Title One funds (\$115,979.92) were used to purchase personnel and pay teacher/paraprofessional stipends for after school tutoring.

### **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
Timmons, Chabre	Principal
Lumbra, Kimberly	Instructional Media
Newton, Alexah	Teacher, K-12
Mikolon, Diane	Instructional Coach

#### **b. Duties**

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

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

#### **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.**

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

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

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

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

Mentor teachers assigned to all qualifying teachers to assist with curriculum development, classroom management, parent/teacher conferences, and progress monitoring of student performance data. In addition the school-based instruction coaches will mentor all struggling teachers through the coaching cycle. First year teachers will be mentored through the i3 grant full release mentor.

#### **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.**

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

## **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.**

All teachers are responsible for collecting and analyzing progress monitoring data for the purpose of aligning the instructional program with individual student needs. The school-wide instructional framework supports an daily allotment of time for differentiated instruction through literacy and math centers.

**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:** 1,800

Select students in first and second grade are provided with tutor through the Teen Trendsetters from Bartow High School.

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Lumbra, Kimberly, kimberly.lumbra@polk-fl.net

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

STAR and STAR early literacy will be used to monitor students progress.

## **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.**

Gibbons Street Elementary School supports two Head Start classrooms in an effort to prepare students for a successful entrance into Kindergarten; however, a large portion of the students matriculating from the Gibbons Street Head Start program are zoned for and attend other K-5 schools. The relevant data from the COR, Ages and Stages, and High Scope assessments for those children is distributed to the respective schools for their use. As a method of evaluating the overall

success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs.

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

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

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

## **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.** GSE will increase student engagement in all areas in order to decrease loss of instructional time.
- G2.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. GSE will increase student engagement in all areas in order to decrease loss of instructional time.** 1a

G085029

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	325.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement results in off task behaviors.

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

- CHAMPS
- PBS
- Precious Not Prickly
- Professional Learning Communities

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

Discipline Data, classroom observations

**Person Responsible**

Chabre Timmons

**Schedule**

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

**Evidence of Completion**

Discipline Data and Journey Data

**G2. Students are actively engaged in standards-based curriculum and instruction on a daily basis.** 1a

G085030

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**Plan to Monitor Progress Toward G2.** 8

Student Work Samples and Progress Monitoring Data will be analyzed.

**Person Responsible**

Chabre Timmons

**Schedule**

Weekly, from 8/15/2016 to 6/5/2017

***Evidence of Completion***

Data should evidence student achievement toward grade level standards.

## Action Plan for Improvement


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** GSE will increase student engagement in all areas in order to decrease loss of instructional time. 1

 G085029

**G1.B1** Lack of student engagement results in off task behaviors. 2

 B226159

**G1.B1.S1** Teachers will set expectations for student engagement in their learning. 4

 S238563

### Strategy Rationale

Teachers are not engaging all students in their learning.

### Action Step 1 5

CHAMPS will be implemented to set the expectation for students learning.

#### Person Responsible

Chabre Timmons

#### Schedule

Quarterly, from 8/8/2016 to 6/2/2017

#### Evidence of Completion

Classroom walk-through and checklist

### Action Step 2 5

Kagan strategies will be implemented to engage students in collaborative work.

#### Person Responsible

Chabre Timmons

#### Schedule

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

#### Evidence of Completion

Classroom walk-through, Journey data and checklist.

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

Lesson Plans, Classroom instruction and Discipline data

**Person Responsible**

Chabre Timmons

**Schedule**

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

***Evidence of Completion***

Journey data, checklist and discipline data

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

Classroom observations and data analyze

**Person Responsible**

Chabre Timmons

**Schedule**

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

***Evidence of Completion***

Journey data, lesson plans, discipline data



**G2.** Students are actively engaged in standards-based curriculum and instruction on a daily basis. 1

 G085030

**G2.B1** Teachers lack an understanding of how to plan for, teach and assess the Florida Standards. 2

 B226161

**G2.B1.S1** Communicate expectations including roles and tasks for collaborative planning. 4

 S238565

### Strategy Rationale

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

### Action Step 1 5

Create pre-planning sheet for collaborative planning purposes.

#### Person Responsible

Chabre Timmons

#### Schedule

On 8/11/2016

#### Evidence of Completion

pre-planning tool

### Action Step 2 5

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

#### Person Responsible

Chabre Timmons

#### Schedule

Weekly, from 8/15/2016 to 6/5/2017

#### Evidence of Completion

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

### Action Step 3 5

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

#### **Person Responsible**

Maria Quiroa

#### **Schedule**

Annually, from 8/23/2016 to 9/27/2016

#### ***Evidence of Completion***

Minutes from collaborative planning sessions

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

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

#### **Person Responsible**

Chabre Timmons

#### **Schedule**

Weekly, from 8/23/2016 to 6/5/2017

#### ***Evidence of Completion***

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

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

Classroom Observations, Lesson Plans, Student Work Samples

#### **Person Responsible**

Chabre Timmons

#### **Schedule**

Weekly, from 8/15/2016 to 6/5/2017

#### ***Evidence of Completion***

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

**G2.B1.S2** Communicate expectations of Instructional Delivery. 4

 S238566

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Chabre Timmons

**Schedule**

On 9/6/2016

***Evidence of Completion***

Revised Instructional Frameworks

**Action Step 2** 5

Communicate expectations of frameworks to instructional staff.

**Person Responsible**

Maria Quiroa

**Schedule**

On 9/13/2016

***Evidence of Completion***

PLC Agenda

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

**Person Responsible**

Chabre Timmons

**Schedule**

Weekly, from 9/19/2016 to 6/5/2017

**Evidence of Completion**

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

### Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

**Person Responsible**

Chabre Timmons


**Schedule**

Weekly, from 9/19/2016 to 6/5/2017

**Evidence of Completion**

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

**G2.B1.S3** Implement coaching cycle for planning and delivery of standards-based instruction. 4

 S238567

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Chabre Timmons

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

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

**Action Step 2** 5

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

**Person Responsible**

Maria Quiroa

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**Evidence of Completion**

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

### Action Step 3 5

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

**Person Responsible**

Chabre Timmons

**Schedule**

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

***Evidence of Completion***

Weekly monitoring schedule

### Action Step 4 5

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

**Person Responsible**

Chabre Timmons

**Schedule**

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

***Evidence of Completion***

Collaborative Planning Notes, Sign In Sheets

### Action Step 5 5

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

**Person Responsible**

Maria Quiroa

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

PLC Notes, Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

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

**Person Responsible**

Chabre Timmons

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Coach's Log, PD artifacts, SBLT Monitoring Schedule

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Implementation of PD and Collaborative Lesson Plans

**Person Responsible**

Chabre Timmons

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

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



**G2.B1.S4** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

 S238568

### Strategy Rationale

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

### Action Step 1 5

Revise progress monitoring tool for Florida Standards.

#### Person Responsible

Chabre Timmons

#### Schedule

On 9/9/2016

#### Evidence of Completion

Progress monitoring tool

### Action Step 2 5

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

#### Person Responsible

Chabre Timmons

#### Schedule

On 9/19/2016

#### Evidence of Completion

PLC Agenda

### Action Step 3 **5**

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

**Person Responsible**

Chabre Timmons

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

**Evidence of Completion**

MTSS Calendar, MTSS Data, MTSS Sign-in Sheets

### Plan to Monitor Fidelity of Implementation of G2.B1.S4 **6**

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

**Person Responsible**

Chabre Timmons

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

**Evidence of Completion**

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

### Plan to Monitor Effectiveness of Implementation of G2.B1.S4 **7**

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

**Person Responsible**

Chabre Timmons


**Schedule**

Weekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

classroom observation data and feedback, MTSS data

**G2.B2** Students' lack of grade level literacy, math, and science skills impede higher order thinking. 2

 B226162

**G2.B2.S1** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

 S238570

### Strategy Rationale

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

### Action Step 1 5

Revise progress monitoring tool for Florida Standards.

#### Person Responsible

Maria Quiroa

#### Schedule

On 9/16/2016

#### Evidence of Completion

Progress monitoring tool

### Action Step 2 5

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

#### Person Responsible

Maria Quiroa

#### Schedule

On 9/20/2016

#### Evidence of Completion

PLC Agenda

### Action Step 3 5

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

**Person Responsible**

Chabre Timmons

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

***Evidence of Completion***

PD artifacts and calendar

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

**Person Responsible**

Maria Quiroa

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

***Evidence of Completion***

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

### Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

**Person Responsible**

Chabre Timmons

**Schedule**

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

***Evidence of Completion***

classroom walkthrough data and feedback

**G2.B2.S2** Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading and math. 4

 S238571

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Maria Quiroa

#### Schedule

Weekly, from 9/20/2016 to 6/2/2017

#### Evidence of Completion

Teacher lesson plans, classroom observations

### Action Step 2 5

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

#### Person Responsible

Melissa Bearden

#### Schedule

On 9/19/2016

#### Evidence of Completion

sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

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

**Person Responsible**

Chabre Timmons

**Schedule**

Weekly, from 9/20/2016 to 6/2/2017

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

MTSS data will demonstrate improvement in reading and math skills.

**Person Responsible**

Maria Quiroa

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

***Evidence of Completion***

MTSS data

**G2.B2.S3** Increase purposeful reading and writing across all content areas. 4

S238572

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Maria Quiroa

**Schedule**

Monthly, from 9/13/2016 to 6/2/2017

**Evidence of Completion**

PD calendar, agenda, artifacts

**Action Step 2** 5

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

**Person Responsible**

Diane Mikolon

**Schedule**

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

**Evidence of Completion**

Anchor sets, student writing artifacts, data, writing rubrics



### Action Step 3 5

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

#### **Person Responsible**

Maria Quiroa

#### **Schedule**

Daily, from 9/20/2016 to 6/2/2017

#### ***Evidence of Completion***

Classroom observation, student work samples, lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

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

#### **Person Responsible**

Chabre Timmons

#### **Schedule**

Weekly, from 9/26/2016 to 6/2/2017

#### ***Evidence of Completion***

Classroom observation feedback, student work samples

### Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

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

#### **Person Responsible**

Chabre Timmons

#### **Schedule**

Biweekly, from 9/20/2016 to 6/2/2017



#### ***Evidence of Completion***

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

## 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					
G2.B1.S1.A1 A308919	Create pre-planning sheet for collaborative planning purposes.	Timmons, Chabre	8/10/2016	pre-planning tool	8/11/2016 one-time
G2.B1.S2.A1 A308922	Review the current instructional framework for reading, math and science and adopt/adapt framework...	Timmons, Chabre	9/2/2016	Revised Instructional Frameworks	9/6/2016 one-time
G2.B1.S4.A1 A308929	Revise progress monitoring tool for Florida Standards.	Timmons, Chabre	8/8/2016	Progress monitoring tool	9/9/2016 one-time
G2.B1.S2.A2 A308923	Communicate expectations of frameworks to instructional staff.	Quiroa, Maria	9/13/2016	PLC Agenda	9/13/2016 one-time
G2.B2.S1.A1 A308932	Revise progress monitoring tool for Florida Standards.	Quiroa, Maria	9/2/2016	Progress monitoring tool	9/16/2016 one-time
G2.B2.S2.A2 A308936	Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students'...	Bearden, Melissa	9/19/2016	sign-in sheets	9/19/2016 one-time
G2.B1.S4.A2 A308930	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Timmons, Chabre	9/19/2016	PLC Agenda	9/19/2016 one-time
G2.B2.S1.A2 A308933	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Quiroa, Maria	9/13/2016	PLC Agenda	9/20/2016 one-time
G2.B1.S1.A3 A308921	Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative...	Quiroa, Maria	8/23/2016	Minutes from collaborative planning sessions	9/27/2016 annually
G1.MA1 M315593	Discipline Data, classroom observations	Timmons, Chabre	8/15/2016	Discipline Data and Journey Data	6/2/2017 daily
G1.B1.S1.MA1 M315591	Classroom observations and data analyze	Timmons, Chabre	8/15/2016	Journey data, lesson plans, discipline data	6/2/2017 daily
G1.B1.S1.MA1 M315592	Lesson Plans, Classroom instruction and Discipline data	Timmons, Chabre	8/15/2016	Journey data, checklist and discipline data	6/2/2017 daily
G1.B1.S1.A1 A308917	CHAMPS will be implemented to set the expectation for students learning.	Timmons, Chabre	8/8/2016	Classroom walk-through and checklist	6/2/2017 quarterly
G1.B1.S1.A2 A308918	Kagan strategies will be implemented to engage students in collaborative work.	Timmons, Chabre	8/8/2016	Classroom walk-through, Journey data and checklist.	6/2/2017 monthly
G2.B2.S1.MA1 M315602	Classroom observation during whole group and small group instruction with feedback.	Timmons, Chabre	8/15/2016	classroom walkthrough data and feedback	6/2/2017 weekly
G2.B2.S1.MA1 M315603	Biweekly data chats will be conducted with teachers to determine need for differentiated support.	Quiroa, Maria	9/20/2016	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions	6/2/2017 biweekly
G2.B2.S1.A3 A308934	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction...	Timmons, Chabre	9/20/2016	PD artifacts and calendar	6/2/2017 biweekly
G2.B2.S2.MA1 M315604	MTSS data will demonstrate improvement in reading and math skills.	Quiroa, Maria	9/20/2016	MTSS data	6/2/2017 biweekly
G2.B2.S2.MA1 M315605	Monitor lesson plans and conduct classroom observations to ensure intensive intervention...	Timmons, Chabre	9/20/2016	Lesson plans, tier 2/3 intervention plans, classroom observation data, Rflex Math tracking data	6/2/2017 weekly
G2.B2.S2.A1 A308935	Reading and math teachers will provide intensive intervention instruction to all students...	Quiroa, Maria	9/20/2016	Teacher lesson plans, classroom observations	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M315598	Implementation of PD and Collaborative Lesson Plans	Timmons, Chabre	8/22/2016	Classroom observation data should evidence implementation of strategies delivered through PD and coaching cycle support.	6/2/2017 weekly
G2.B1.S3.MA1 M315599	Coach's Logs will be monitored monthly to determine implementation of coaching cycle. Artifacts...	Timmons, Chabre	8/22/2016	Coach's Log, PD artifacts, SBLT Monitoring Schedule	6/2/2017 monthly
G2.B1.S3.A3 A308926	Weekly monitoring schedules will be created for the purpose of collecting observation data and...	Timmons, Chabre	8/15/2016	Weekly monitoring schedule	6/2/2017 weekly
G2.B1.S3.A4 A308927	Instructional coaches will provide professional development on increasing student engagement within...	Timmons, Chabre	8/15/2016	Collaborative Planning Notes, Sign In Sheets	6/2/2017 weekly
G2.B1.S3.A5 A308928	Instructional coaches will provide support of the 5E Model and Gradual Release Model through...	Quiroa, Maria	8/22/2016	PLC Notes, Sign In Sheets	6/2/2017 weekly
G2.B2.S3.MA1 M315606	Student work samples and test data will be analyzed for improvement in reading, writing and science...	Timmons, Chabre	9/20/2016	Reading Wonders Unit tests, FAIR Data, Written work samples, Quarterly science assessments.	6/2/2017 biweekly
G2.B2.S3.MA1 M315607	Classroom observations will be conducted to monitor implementation of reading/writing strategies.	Timmons, Chabre	9/26/2016	Classroom observation feedback, student work samples	6/2/2017 weekly
G2.B2.S3.A1 A308937	Provide professional development on appropriate grade level reading and writing strategies.	Quiroa, Maria	9/13/2016	PD calendar, agenda, artifacts	6/2/2017 monthly
G2.B2.S3.A2 A308938	3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss...	Mikolon, Diane	10/4/2016	Anchor sets, student writing artifacts, data, writing rubrics	6/2/2017 quarterly
G2.B2.S3.A3 A308939	All ELA/reading teachers will implement a dedicated time for writing instruction as outlined in the...	Quiroa, Maria	9/20/2016	Classroom observation, student work samples, lesson plans	6/2/2017 daily
G2.B1.S4.MA1 M315600	Classroom observation during whole group and small group instruction with feedback, Ongoing...	Timmons, Chabre	9/6/2016	classroom observation data and feedback, MTSS data	6/2/2017 weekly
G2.B1.S4.MA1 M315601	Biweekly data chats will be conducted with teachers to determine need for differentiated support.	Timmons, Chabre	9/20/2016	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions	6/2/2017 biweekly
G2.B1.S4.A3 A308931	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction...	Timmons, Chabre	9/20/2016	MTSS Calendar, MTSS Data, MTSS Sign-in Sheets	6/2/2017 biweekly
G2.MA1 M315608	Student Work Samples and Progress Monitoring Data will be analyzed.	Timmons, Chabre	8/15/2016	Data should evidence student achievement toward grade level standards.	6/5/2017 weekly
G2.B1.S1.MA1 M315594	Classroom Observations, Lesson Plans, Student Work Samples	Timmons, Chabre	8/15/2016	Data should evidence cohesive, grade level curriculum and instruction aligned with Florida Standards.	6/5/2017 weekly
G2.B1.S1.MA1 M315595	Teachers will bring the pre-planning sheet and assigned tasks to all collaborative planning...	Timmons, Chabre	8/23/2016	completed pre-planning sheets, copy of collaborative planning minutes/sign-in sheets	6/5/2017 weekly
G2.B1.S1.A2 A308920	Schedule weekly grade level/content area, collaborative planning sessions with instructional...	Timmons, Chabre	8/15/2016	weekly calendar, coaches' logs, sign-in sheets,	6/5/2017 weekly
G2.B1.S2.MA1 M315596	Conduct classroom observations with feedback to determine implementation of instructional framework.	Timmons, Chabre	9/19/2016	classroom walk through data in Journey, ongoing feedback data from SBLT monitoring schedule	6/5/2017 weekly
G2.B1.S2.MA1 M315597	Monitor pre-planning tool and lesson plans for implementation of framework. Classroom observations...	Timmons, Chabre	9/19/2016	pre-planning tools, lesson plans, Journey data, SBLT monitoring feedback data	6/5/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1  A308924	Instructional coaches will model and assist with planning and instructional delivery for classroom...	Timmons, Chabre	8/22/2016	coach's log, collaborative planning minutes/sign-in sheets	6/5/2017 weekly
G2.B1.S3.A2  A308925	Instructional coaches will provide professional development to increase teacher knowledge and...	Quiroa, Maria	8/15/2016	Agendas, PowerPoints/Materials from PD, Sign-in Sheets	6/5/2017 monthly

## V. Professional Development Opportunities

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

**G1.** GSE will increase student engagement in all areas in order to decrease loss of instructional time.

**G1.B1** Lack of student engagement results in off task behaviors.

**G1.B1.S1** Teachers will set expectations for student engagement in their learning.

### PD Opportunity 1

CHAMPS will be implemented to set the expectation for students learning.

#### Facilitator

Chabre Timmons

#### Participants

All teachers.

#### Schedule

Quarterly, from 8/8/2016 to 6/2/2017

### PD Opportunity 2

Kagan strategies will be implemented to engage students in collaborative work.

#### Facilitator

SBLT

#### Participants

All teachers

#### Schedule

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

**G2.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.

**G2.B1** Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

**G2.B1.S1** Communicate expectations including roles and tasks for collaborative planning.

**PD Opportunity 1**

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

**Facilitator**

Instructional coaches

**Participants**

All grade level teachers

**Schedule**

Annually, from 8/23/2016 to 9/27/2016

**G2.B1.S2** Communicate expectations of Instructional Delivery.

**PD Opportunity 1**

Communicate expectations of frameworks to instructional staff.

**Facilitator**

Diane Mikolon and Missy Bearden

**Participants**

All content area teachers

**Schedule**

On 9/13/2016

**G2.B1.S3** Implement coaching cycle for planning and delivery of standards-based instruction.

**PD Opportunity 1**

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

**Facilitator**

Diane Mikolon, Missy Bearden, La-Chaz Harris

**Participants**

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

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**PD Opportunity 2**

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

**Facilitator**

Diane Mikolon, Missy Bearden

**Participants**

All content area teachers

**Schedule**

Monthly, from 8/15/2016 to 6/5/2017

**PD Opportunity 3**

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

**Facilitator**

Diane Mikolon, Missy Bearden, Maria Quiroa and Chabre Timmons

**Participants**

Grade level teachers

**Schedule**

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

#### PD Opportunity 4

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

**Facilitator**

Diane Mikolon, Missy Bearden

**Participants**

Grade level teachers

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**G2.B1.S4** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

#### PD Opportunity 1

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

**Facilitator**

Chabre Timmons/Maria Quiroa

**Participants**

All instructional staff

**Schedule**

On 9/19/2016

#### PD Opportunity 2

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

**Facilitator**

SBLT

**Participants**

All instructional staff

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017



**G2.B2** Students' lack of grade level literacy, math, and science skills impede higher order thinking.

**G2.B2.S1** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

**PD Opportunity 1**

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

**Facilitator**

Chabre Timmons/Maria Quiroa

**Participants**

All instructional staff

**Schedule**

On 9/20/2016

**PD Opportunity 2**

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

**Facilitator**

SBLT

**Participants**

All instructional staff

**Schedule**

Biweekly, from 9/20/2016 to 6/2/2017

**G2.B2.S2** Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading and math.

### **PD Opportunity 1**

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

#### **Facilitator**

Missy Bearden

#### **Participants**

All Math Teachers

#### **Schedule**

On 9/19/2016

**G2.B2.S3** Increase purposeful reading and writing across all content areas.

### **PD Opportunity 1**

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

#### **Facilitator**

Diane Mikolon/Maria Quiroa/Chabre Timmons

#### **Participants**

All grade level teachers

#### **Schedule**

Monthly, from 9/13/2016 to 6/2/2017

### **PD Opportunity 2**

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

#### **Facilitator**

Diane Mikolon/Chabre Timmons/Maria Quiroa

#### **Participants**

3-5 grade ELA teachers

#### **Schedule**

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

## VI. Technical Assistance Items

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

**G2.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.

**G2.B1** Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

**G2.B1.S2** Communicate expectations of Instructional Delivery.

### TA Opportunity 1

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

#### Facilitator

Chabre Timmons, Maria Quiroa, Missy Bearden and Diane Mikolon

#### Participants

All content area teachers

#### Schedule

On 9/6/2016

**G2.B1.S4** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

### TA Opportunity 1

Revise progress monitoring tool for Florida Standards.

#### Facilitator

Chabre Timmon/Missy Bearden/Diane Mikolon

#### Participants

All content area teachers

#### Schedule

On 9/9/2016

**G2.B2** Students' lack of grade level literacy, math, and science skills impede higher order thinking.

**G2.B2.S1** Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

### TA Opportunity 1

Revise progress monitoring tool for Florida Standards.

#### Facilitator

Chabre Timmons/Vivian Socorro/Diane Mikolon/Maria Quiroa

#### Participants

All content area teachers

#### Schedule

On 9/16/2016

## VII. Budget

1	G1.B1.S1.A1	CHAMPS will be implemented to set the expectation for students learning.				\$0.00
2	G1.B1.S1.A2	Kagan strategies will be implemented to engage students in collaborative work.				\$0.00
3	G2.B1.S1.A1	Create pre-planning sheet for collaborative planning purposes.				\$0.00
4	G2.B1.S1.A2	Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.				\$0.00
5	G2.B1.S1.A3	Train teachers on how to deconstruct standards and assign roles and tasks prior to collaborative sessions.				\$0.00
6	G2.B1.S2.A1	Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.				\$0.00
7	G2.B1.S2.A2	Communicate expectations of frameworks to instructional staff.				\$0.00
8	G2.B1.S3.A1	Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.				\$65,498.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0981 - Gibbons Street Elementary School	Title I, Part A		\$65,498.00
			Notes: Professional Development Coach Salary (Reading and Math)			
9	G2.B1.S3.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.				\$0.00
10	G2.B1.S3.A3	Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.				\$0.00

11	G2.B1.S3.A4	Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.				\$0.00
12	G2.B1.S3.A5	Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.				\$0.00
13	G2.B1.S4.A1	Revise progress monitoring tool for Florida Standards.				\$0.00
14	G2.B1.S4.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.				\$0.00
15	G2.B1.S4.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.				\$0.00
16	G2.B2.S1.A1	Revise progress monitoring tool for Florida Standards.				\$0.00
17	G2.B2.S1.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.				\$0.00
18	G2.B2.S1.A3	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.				\$0.00
19	G2.B2.S2.A1	Reading and math teachers will provide intensive intervention instruction to all students identified as struggling in reading and math as outlined within the instructional frameworks.				\$0.00
20	G2.B2.S2.A2	Train math teachers on how to use Reflex Math as an intervention strategy for enhancing students' math skills.				\$3,095.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0981 - Gibbons Street Elementary School	Title I, Part A		\$3,095.00
			Notes: Reflex Subscription			
21	G2.B2.S3.A1	Provide professional development on appropriate grade level reading and writing strategies.				\$32,190.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0981 - Gibbons Street Elementary School	Title I, Part A		\$32,190.00
			Notes: Professional development literature and part-time media specialist to support literacy.			
22	G2.B2.S3.A2	3-5 grade ELA teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.				\$0.00
23	G2.B2.S3.A3	All ELA/reading teachers will implement a dedicated time for writing instruction as outlined in the instructional framework.				\$0.00
Total:						\$100,783.00