

Alachua County Public Schools

Glen Springs Elementary School



2016-17 Schoolwide Improvement Plan

Glen Springs Elementary School

2826 NW 31ST AVE, Gainesville, FL 32605

<https://www.sbac.edu/glensprings>

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 KG-5	Yes	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Glen Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Glen Springs Elementary School is to academically enrich our students and foster social skills to promote successful lifelong learners in a caring, safe environment.

b. Provide the school's vision statement.

The Vision of Glen Springs Elementary is that all students will leave our school with

- the skills needed to be successful citizens
- a strong self-esteem
- high expectations
- respect for others
- and a desire to continue the quest for knowledge

2. School Environment

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

Our school learns about students' cultures by interacting with students in a meaningful way that helps us to learn about them.

Our school builds relationships between teachers and students through the following:

- Establishing and communicating clear positive expectations
- Enforcing expectations in a positive way
- Providing appropriate feedback
- Correcting students in a constructive way
- Interacting with students to learn more about them
- Showing that we value and care for student through respect

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

Glen Springs is a Positive Behavior Support school which provides a method to establish and reinforce a positive school culture. Students are taught our school wide behavior expectations (Positive Attitude, Always be Responsible, Work Together, and Show Respect) and positive behavior choices are reinforced through a token economy system.

The school counselor teaches a set of lessons called "Child Safety Matters", which is a curriculum that addresses critical safety issues faced by children including bullying, cyberbullying, and child abuse. This program teaches these topics to children in grades 1-5.

For Kindergarten students the school counselor teaches "Safer, Smarter, Kids" which is a curriculum that empowers children to protect themselves in situations where someone would abuse them

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.

Positive Behavior Intervention and Support (PBIS) is our school wide management plan. The focus in managing behavior is to teach, recognize, and reinforce the good choices that students demonstrate.

This is done using a token economy where as students receive tickets that they can use to shop with in our school store each Friday morning and/ or save to purchase admission to our nine week events. Teachers are provided a binder that includes social skill activities that they can use in their classroom to build community. PBIS behavior expectations are posted relative to the area of the campus. The acronym P.A.W.S. communicates our school wide expectation: Positive attitude, Always be responsible, Work together, and Show respect. However, we also use the acronym L.U.N.C.H. in the cafeteria to remind students to Listen for directions, Use a quiet voice, Nice friend, Choose only your food, and Hands, feet, and objects to yourself. P.L.A.Y on the playground as a reminder to Play safely, Listen for directions, Always be responsible, and You're a friend. Lastly, the acronym W.A.L.K is posted in the hallways to encourage students to use Whisper voices, Always be responsible, Lines straight, and Keep moving. A committee of teachers across grade levels, staff, and leadership team members meet regularly throughout the year to communicate and collaborate in regards to PBIS. Behavior events are situational in respect to how they are handled with consideration of age, grade, behavior history, and needs of the student. More often than not, the majority of events can be managed by the teacher with a conversation or time out with a partner teacher. Teachers are also strongly encouraged to keep consistent communication with parents for both positive purposes; as well as concerns. However, at times, the student is sent to the Behavior Resource Teacher as a secondary level of support in teaching and reinforcing appropriate replacement behaviors. The Behavior Resource Teacher then follows up with the parent and may choose to schedule a conference with the parent if a pattern of behavior develops. Occasionally, a behavior event occurs that is of an elevated level of severity and in such cases, the Behavior Resource Teacher may choose to assign the student to in-school detention. In-school detention is a proactive response that allows the student to spend the day in the Behavior Resource Teacher's office where he or she will complete his or her academic assignments and participate in social skill building activities based on the target behavior. Out of school suspensions are given much consideration, and are often a last resort consequence.

Throughout the year, the Behavior Resource Teacher collaborates with individual teachers who have classroom management concerns or those in need of support with individual student(s). In addition, behavior management training is provided to faculty and staff throughout the year.

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.

Glen Springs has a full time school counselor who provides classroom counseling lessons to all students at school. Topics of classroom counseling lessons include teaching skills to help students be successful in personal/social skills as aligned with the American School Counselor Association's National Model. Students are also able to participate in small group counseling with the school counselor. Topics for small group include: social skills, test anxiety, anger management, changing families, academic success and others as need arises. In addition, the school counselor provides individual counseling to students who present a need for this level of social, emotional, and academic 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.

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	0	0	0	0	0	0	0	0	0	0	0		
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	0	0	0	0	0	0	0	0	0	0		

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

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

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

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/308370>.

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.

Glen Springs works with district staff and parent contacts to create partnerships with area businesses and organizations. We meet with representatives from local businesses and organizations to determine the support they can provide, and how we, as a school, can support the business or organization. When businesses or organization provide goods or services, we recognize them in school wide newsletters, parent link calls, or on our marquee.

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
Armstrong, Kelly	Principal
McAlhany, Vicki	Assistant Principal
Armstrong, Amanda	School Counselor
Wright, Marshalee	Dean
Croft, Colleen	Teacher, K-12

b. Duties

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

Together, the school leadership team will collaborate to provide instructional leadership and shared decision making.

Principal serves as the instructional leader and practices shared decision making by:

Assessing, evaluating, and monitoring specific and measurable goals for the instructional and learning needs of the school, teachers and students. He practices shared decision making by encouraging faculty and staff members to communicate with the leadership team, work collaboratively to plan meaningful and aligned lessons and activities; as well as, analyze data.

Assistant Principal serves as an instructional leader and practices shared decision making by:

Facilitating professional development learning for teachers that align with our school goals and needs of our students. Additionally, she also provides meaningful and specific evidence based feedback to teachers following informal classroom walk-through and evaluations. Lastly, she serves as a support for content area and grade level teachers in understanding and aligning the standards to instructional practice.

School Counselor serves as a school leader and practices shared decision making by:

Provides Response to Intervention coordination across grade levels, leads and manages student Individual Educational Plans/ 504s and Educational Planning team meetings. Support for content area and grade level teachers in understanding progress monitoring strategies within multiple measures of data collected.

Dean of Students serves as a school leader and practices shared decision making by:

Providing professional development in the area of behavior management and specific targeted interventions based on student needs. She also serves as the school based attendance liaison who is responsible for monitoring student attendance, facilitating educationally planning team meetings as it relates and communicating with the District truancy officer if needed.

Teacher of Title I and Florida Continuous Improvement Model serves as a school leader and

practices shared decision making by: providing remediation to students who, based on state assessment data, are in the lowest quartile in reading and math. She also facilitates data meetings across grade levels to engage in shared discussion about student growth and academic needs; as well as, targeted interventions.

The school leadership team meets each Monday morning to debrief on the previous and upcoming week as it relates to individual student and school needs; as well as, share in the decision making and plan as we move forward throughout the year.

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

The school problem-solving processes include frequent and structured administrative, leadership and instructional data analysis meetings to review data and make changes in the instructional interventions groups provided by Title 1 teacher tutors and classroom teachers.

Title 1, Part A:

Supplemental reading and math services are provided by Title 1 teachers to targeted students during the school day and in after-school tutoring programs if available. The FCIM coordinator assists teachers with data collection and analysis, and in the development of effective instructional strategies.

Title 1, Part C - Migrant:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title 1, Part D:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title II:

The district receives supplemental funds for improving basic educational programs through the purchase of technology. The school utilizes these funds through the purchase of technology such as new SmartBoards, Smart Response systems and document cameras. The school also utilizes the expertise of district technology coaches.

Title III:

The school works with the district ESOL representative to coordinate services to improve the education of immigrants and English-language learners. Services that are provided include educational materials such as dictionaries, home-school communication in native languages and instructional services (tutors).

Title X - Homeless:

The school works with the district Homeless Coordinator to provide needed services for student identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be combined with district funds to provide third grade teachers.

Violence Prevention Programs:

The school offers non-violence and anti-drug programs, such as Steps to Respect, Peace Works, Too Good for Drugs to all students. In addition, the school participates in Red Ribbon Week in October with school-wide activities. The counselor also offers the Speak Up and Be Safe program and Safer, Smarter Kids.

Nutrition Programs:

The school follows the district's nutrition program. We also participate in the Food 4 Kids backpack program that provides food each weekend and during school breaks for children who exhibit signs of hunger.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelly Armstrong	Principal
Kyra Purvis	Teacher
Meaghan Gullede	Teacher
Heather Smith	Teacher
Rachel Prater	Parent
Khadija Camps	Parent
Jackelyn Gonzalez	Parent
Richard Ducusin	Parent
Lovely Larkin	Education Support Employee
Nina Spencer	Business/Community
Hank Barr	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

Each year, after test scores and school grades are released, the SAC meets to discuss the scores, school grade, and to review the previous School Improvement Plan. At that time, we discuss areas that were addressed and the effectiveness of the plan. The SAC members also provide input regarding strategies and ideas to include in the plan for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council assists with the review and implementation of the School Improvement Plan. SAC members are asked to provide input about potential goals and strategies to meet those goals. Members help create and distribute the school's climate survey to parents, faculty and staff. After the data is collected the SAC members analyze the data and make recommendations for strategies to address any concerns. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school, including use of school improvement funds.

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

Each year, the district finance department provides the school with the budget allocation for the upcoming school year. The executive assistant/bookkeeper presents the budget allocation to the SAC members. She explains how the budget is developed, and how the funds are allocated to each grade level and department in the school and the amounts provided. Once presented, the SAC members have an opportunity to ask questions and provide input about how the fund are distributed in the school. Once the budget is finalized, the SAC votes to approve the school budget. The principal, a representative from the SAC, and a faculty member sign the completed budget and submit it to the district finance department.

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

The school improvement funds will be used to purchase materials to support the goals of the School Improvement Plan such as Kagan materials, writing journals, additional reading and math materials, manipulatives, and supplemental non-fiction text materials and leveled readers. School improvement funds will also be used to purchase document cameras and other technology to enhance instruction.

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
Armstrong, Amanda	School Counselor
McAlhany, Vicki	Assistant Principal
Armstrong, Kelly	Principal
Croft, Colleen	Teacher, K-12
Shockley, Amy	Instructional Coach

b. Duties

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

The Literacy Leadership Team promotes literacy within Glen Springs Elementary through professional development training with focus on strategies such as close reading and interactive journals that encourage multiple opportunities for students to use academic vocabulary while reading, writing and engaging in discourse. Teachers will understand that student reading comprehension and meta-cognition about reading will be rigorously engaged when they use close reading strategies to unpack and respond to various types of text (esp. informational text). Furthermore, literacy learning will increase for our students when teachers incorporate multiple opportunities for writing opinions and arguments that are text based and information rich. We can also build literacy using centers/stations, performance tasks, labs, and our blending learning computer programs.

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.

Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/ or that pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on a curriculum map and with focus on the Florida Standards.

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

The Assistant Principal meets with teachers new to Glen Springs during pre-planning and bi-monthly throughout the year to provide support in both classroom management and instructional practice; as well as, to foster collaboration among teachers. Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/or that which pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on scope and sequence and with focus on the Florida Standards. All new teachers are assigned a district mentor coach during their first year of teaching. In addition, up to five teachers at a time can participate in a coaching cycle with the support of our school based instructional coach.

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

The district mentoring program pairs a district mentor with a beginning teacher based on the experience of the mentor. The teacher and mentor meet weekly. The mentor observes and provides feedback to the beginning teacher. The mentor also facilitates cohort meetings for a group of beginning teachers to share and discuss teaching strategies.

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.

Glen Springs Elementary adopted a reading and math series that meets many of the Florida Standards. Additional resources that are used in meeting Florida Standards include FCRR activities, CPALMS, and additional materials provided by the district.

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.

Students in the ESE program are provided with intervention materials from the core curriculum to differentiate instruction. Students that are advanced are provided enrichment materials and projects that meet the Florida Standards. CPALMS activities, as well, as questioning from Webb's Depth of Knowledge also provide instruction for the various levels.

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: 1,320

Approximately 24 selected students in grades three through five will receive small group (8 students or less), intensive after school tutoring two days a week for one hour each day from October 2016 until April 2017. Students will be instructed using the Achieve 3000 program, a research-based reading program that aligns with Common Core State standards.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Croft, Colleen, croftcl@gm.sbac.edu

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

Data from Instructional Progress Monitoring (IPM) assessments and grade level common assessments will be used to determine the effectiveness of the tutoring program.

Strategy: Before School Program

Minutes added to school year: 1,080

Identified students (especially those that cannot stay for after school tutoring programs) will go to the computer lab approximately two days per week to work on math fluency skills in addition, subtraction, multiplication and division. This will be done using the research-based computer program, Reflex Math, supported by the district.

Strategy Rationale

The students require additional instruction and practice in basic math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McAlhany, Vicki, mcalhacv@gm.sbac.edu

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

Data from Instructional Progress Monitoring scores and grade level My Math unit assessments will be used to determine the effectiveness of the intervention.

Strategy: Extended School Day

Minutes added to school year: 2,160

Title 1 supplemental reading instruction will be provided to selected students in grades three through five using the intervention series (Reading Street - My Sidewalks) during teacher directed PE time.

Classroom teachers will meet with small intervention groups at least two time a week for 30 minutes during teacher directed PE time.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Croft, Colleen, croftcl@gm.sbac.edu

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

Data from reading assessments and unit benchmark assessments will be reviewed monthly and updated groups will be formed if needed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The district, through the Voluntary Pre-K (VPK) program, provides an opportunity for every four year old to participate in pre-kindergarten classes to become better prepared for kindergarten.

In May of each year, the school holds "Kindergarten Round-up". This is an informational session, where parents can complete necessary enrollment paperwork, ask questions, and take a tour of the kindergarten classrooms.

Parents may contact the Principal or Assistant Principal for additional information and a tour of the school.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" 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.** The percent of students scoring at proficiency or above in English Language Arts will increase by at least 10 %.
- G2.** The percent of students scoring at proficiency or above in Mathematics will increase by at least 10 %.
- G3.** At least 50% of the lowest quartile will make a year's gain in Mathematics.

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. The percent of students scoring at proficiency or above in English Language Arts will increase by at least 10 %. 1a

G085146

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	73.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.
- Students have deficiencies that cannot be addressed during core block of instruction.
- Limited or restricted intervention resources and time impact the learning environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted reading and math series, including intervention materials. Blended Learning technology applications.
- Title 1 Resources: My Sidewalks, Achieve 3000, Calendar Math, CPalms,

Plan to Monitor Progress Toward G1. 8

Student behavior data regarding informal and formal discipline events

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Data collected regarding informal and formal discipline events

G2. The percent of students scoring at proficiency or above in Mathematics will increase by at least 10 %.

1a

G085147

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Reading - All Students	83.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of time in the instructional day.
- Varied ability of students in each class.
- Excessive tardies and absences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted series, including intervention materials.
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math, Building Vocabulary

Plan to Monitor Progress Toward G2. 8

Monitor individual and school wide attendance data.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Student and school wide attendance records

G3. At least 50% of the lowest quartile will make a year's gain in Mathematics. 1a

G085148

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	75.0
AMO Math - African American	72.0
AMO Reading - African American	74.0
AMO Reading - ED	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of pre-requisite skills needed for mastery of grade level content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted reading and math series, including intervention series
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math

Plan to Monitor Progress Toward G3. 8

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Data collected from the various progress monitoring tools.

Plan to Monitor Progress Toward G3. 8

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Data collected from the various progress monitoring tools.

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. The percent of students scoring at proficiency or above in English Language Arts will increase by at least 10 %. 1

 G085146

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities. 2

 B226463

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards.

4

 S238894

Strategy Rationale

The district approved curriculum supports the Florida Standards.

Action Step 1 5

Implement the district adopted curriculum and supplemental resources with fidelity.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

Action Step 2 5

Implement the district adopted curriculum and supplemental resources with fidelity.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

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

Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Progress monitoring data will be submitted.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Scores are submitted

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

Progress monitoring data will be submitted.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Scores are submitted

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

4

 S238895

Strategy Rationale

By unpacking the standards and reviewing test specifications, teachers can gain a better understanding of the standards and set high expectations for their students.

Action Step 1 5

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, and walkthroughs

Action Step 2 5

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, and walkthroughs

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

The leadership team will follow-up with teachers in team and cross grade level curriculum meetings and provide support with coaching and modeling of activities.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, walkthroughs and teacher surveys

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

Conduct classroom walkthroughs and observations.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed walkthrough and observation forms

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

Conduct classroom walkthroughs and observations.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Completed walkthrough and observation forms

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction. 2

 B226464

G1.B2.S1 Provide supplemental instruction. 4

 S238896

Strategy Rationale

The students need more time to gain needed skills.

Action Step 1 5

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

List of students being pulled for supplemental instruction.

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Completed walkthroughs and observations

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

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Data entered and reviewed

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

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person Responsible

Vicki McAlhany


Schedule

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

Evidence of Completion

Data entered and reviewed

G1.B3 Limited or restricted intervention resources and time impact the learning environment. 2

 B226465

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support. 4

 S238897

Strategy Rationale

The Positive Behavior and Intervention Support program fosters a safe and productive learning environment for all students.

Action Step 1 5

Meet as a Positive Behavior Support team to discuss strategies and focus.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Agenda and minutes from meeting.

Action Step 2 5

Provide professional development in-service for teachers and staff.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Professional development agenda and sign in sheet

Action Step 3 5

PAWS store and Positive Behavior Support events

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Participation of students

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

Conduct Positive Behavior Support team meetings.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Discipline data

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

Monitor participation in PAWS store and events.

Person Responsible

Amanda Armstrong

Schedule

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

Evidence of Completion

Number of students that come to the PAWS store and attend the nine weeks events

G1.B3.S2 Teach and encourage the Seven Habits of Happy Kids traits found in the student planners in grades three, four, and five. 4

 S238898

Strategy Rationale

The seven happy encourage students to be proactive, productive learners.

Action Step 1 5

Teach and discuss the Seven Habits of Happy Kids.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Anecdotal notes on student behavior.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Review of the Seven Habits of Happy Kids with the teachers on the morning news

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Anecdotal notes on student behavior

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Discussion with teachers regarding student behavior during team leader and grade level meetings

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Notes regarding teacher feedback about student behavior.

G2. The percent of students scoring at proficiency or above in Mathematics will increase by at least 10 %. 1

 G085147

G2.B1 Lack of time in the instructional day. 2

 B226466

G2.B1.S1 Provide after-school tutoring to targeted students. 4

 S238899

Strategy Rationale

Students need additional time to gain needed skills.

Action Step 1 5

Analyze data, identify students.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Student growth and areas of deficiencies

Action Step 2 5

Provide training to teacher's in the Achieve 3000 Program.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Materials purchased, student lists with data and professional development completed.

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

Walkthroughs and reviews of lesson plans will be conducted.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Walkthroughs and reviews of lesson plans will be conducted

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Data submitted and reviewed

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

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Data submitted and reviewed

G2.B1.S2 Provide additional computer lab time before and after school for students to practice math facts. 4

 S238900

Strategy Rationale

Students need a strong understanding of basic math facts to support the development of higher-order math skills.

Action Step 1 5

Identify students who need additional support with math facts and begin morning and/or afternoon sessions in the computer lab.

Person Responsible

Vicki McAlhany

Schedule

On 6/2/2017

Evidence of Completion

Students math assessment data and teacher input

Action Step 2 5

Begin before and after school computer lab sessions where students will use the Reflex Math program to practice math facts.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Attendance sheets, observation and Reflex Math participation reports.

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

Observation of math group and review of data

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Reports from the Reflex Math program will be reviewed regularly to determine if the students are making progress toward their goals.

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

The data will be reviewed regularly.

Person Responsible

Vicki McAlhany

Schedule

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


Evidence of Completion

Reflex Math Reports

G2.B2 Varied ability of students in each class. 2

 B226467

G2.B2.S1 Provide small group, differentiated instruction during core instructional time. 4

 S238901

Strategy Rationale

Students need specific intervention and support in small groups to gain and practice needed skills.

Action Step 1 5

Analyze data, create groups, schedule groups

Person Responsible

Colleen Croft

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data collected

Action Step 2 5

Provide professional development for teachers in high-yield strategies.

Person Responsible

Amy Shockley

Schedule

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

Evidence of Completion

Use of strategies in classroom as observed through walkthroughs and observations.

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

Walkthroughs and observations will be conducted.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Completed walkthroughs and observations

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Data reviewed and discussions held

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Data reviewed and discussions held

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Colleen Croft

Schedule

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


Evidence of Completion

Data reviewed and discussions held

G2.B3 Excessive tardies and absences. 2

 B226468

G2.B3.S1 Decrease the number of unexcused absences and unexcused tardies. 4

 S238902

Strategy Rationale

When students are absent or late for school, it hinders their ability to gain the required skills to be successful.

Action Step 1 5

Review daily attendance and note absences and tardies.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Number of absences and tardies

Action Step 2 5

Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Contact log and copies of letters sent home

Action Step 3 5

Educational Planning Team Meeting

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Conference notes and attendance plan

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Records and copies of parent communication and Educational Planning Team Meeting

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Student attendance records

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Continue to review daily attendance and communicate with our data base manager and families.

Person Responsible

Marshalee Wright

Schedule

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

Evidence of Completion

Student attendance records; as well as documented communication with our data base manager and families.

G3. At least 50% of the lowest quartile will make a year's gain in Mathematics. 1

 G085148

G3.B1 Lack of pre-requisite skills needed for mastery of grade level content. 2

 B226469

G3.B1.S1 Provide supplemental instruction during the school day. 4

 S238903

Strategy Rationale

Students need more time to gain needed skills.

Action Step 1 5

Use data to identify students

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Students assessment data used to identify students targeted for intervention.

Action Step 2 5

Provide materials for teachers for use during supplemental instruction.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Materials purchased

Action Step 3 5

Providing modeling and coaching opportunities.

Person Responsible

Amy Shockley

Schedule

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

Evidence of Completion

Use of high-yield strategies and ideas.

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

Walkthroughs and observations will be conducted.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed walkthorughs and observations

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

Walkthroughs and observations will be conducted.

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Completed walkthorughs and observations

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

Data from ongoing progress monitoring will be collected.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Data submitted

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

Data from ongoing progress monitoring will be collected.

Person Responsible

Vicki McAlhany


Schedule

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

Evidence of Completion

Data submitted

G3.B1.S2 Provide extended learning opportunities. 4

 S238904

Strategy Rationale

Students need more time to gain needed skills.

Action Step 1 5

Identify students through data analysis, purchase needed materials and provide teacher training.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Lesson plans and observations

Action Step 2 5

Conduct after school tutoring groups for selected students.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Lesson plans, student attendance sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans for tutoring sessions will be reviewed and observations conducted.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Completed observations and lesson plan review

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans for tutoring sessions will be reviewed and observations conducted.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Completed observations and lesson plan review

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Students data from weekly assessments, unit assessments and district assessments will be collected.

Person Responsible

Colleen Croft

Schedule

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

Evidence of Completion

Data collected

G3.B1.S3 Teach and support grade level math vocabulary. 4

 S238905

Strategy Rationale

Many students lack the needed vocabulary required to be successful in math

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Build in Math Reads literacy into daily reading centers

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Student assessment data

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Math Vocabulary Wall

Person Responsible

Vicki McAlhany

Schedule

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

Evidence of Completion

Student assessment data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Student academic talk and math assessment data

Person Responsible

Vicki McAlhany




















Schedule

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























Evidence of Completion

Classroom observations and antedotal notes






















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					
G3.B1.S3.A1  A309420	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M316349	Student behavior data regarding informal and formal discipline events	Wright, Marshalee	8/15/2016	Data collected regarding informal and formal discipline events	6/2/2017 monthly
G2.MA1  M316363	Monitor individual and school wide attendance data.	Wright, Marshalee	8/15/2016	Student and school wide attendance records	6/2/2017 weekly
G3.MA1  M316374	Data from on-going progress monitoring, weekly assessments and district assessments will be...	Armstrong, Kelly	8/15/2016	Data collected from the various progress monitoring tools.	6/2/2017 monthly
G3.MA2  M316375	Data from on-going progress monitoring, weekly assessments and district assessments will be...	McAlhany, Vicki	8/15/2016	Data collected from the various progress monitoring tools.	6/2/2017 monthly
G1.B1.S1.MA1  M316334	Progress monitoring data will be submitted.	Armstrong, Kelly	8/15/2016	Scores are submitted	6/2/2017 monthly
G1.B1.S1.MA2  M316335	Progress monitoring data will be submitted.	McAlhany, Vicki	8/15/2016	Scores are submitted	6/2/2017 monthly
G1.B1.S1.MA1  M316336	Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted...	Armstrong, Kelly	8/15/2016	The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.	6/2/2017 daily
G1.B1.S1.MA3  M316337	Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted...	McAlhany, Vicki	8/15/2016	The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.	6/2/2017 daily
G1.B1.S1.A1  A309397	Implement the district adopted curriculum and supplemental resources with fidelity.	Armstrong, Kelly	8/15/2016	Lesson plans, classroom walkthroughs and observations	6/2/2017 daily
G1.B1.S1.A2  A309398	Implement the district adopted curriculum and supplemental resources with fidelity.	McAlhany, Vicki	8/15/2016	Lesson plans, classroom walkthroughs and observations	6/2/2017 daily
G1.B2.S1.MA1  M316341	Data from ongoing progress monitoring, weekly assessments, and district assessments will be...	Armstrong, Kelly	8/15/2016	Data entered and reviewed	6/2/2017 monthly
G1.B2.S1.MA4  M316342	Data from ongoing progress monitoring, weekly assessments, and district assessments will be...	McAlhany, Vicki	8/15/2016	Data entered and reviewed	6/2/2017 monthly
G1.B2.S1.MA1  M316343	Walkthroughs and observations will be conducted during small group instruction.	Armstrong, Kelly	8/15/2016	Completed walkthroughs and observations	6/2/2017 daily
G1.B2.S1.MA3  M316344	Walkthroughs and observations will be conducted during small group instruction.	McAlhany, Vicki	8/15/2016	Completed walkthroughs and observations	6/2/2017 daily
G1.B2.S1.A1  A309401	After reviewing data and identifying students, teachers will pull small groups of students to...	Croft, Colleen	8/15/2016	List of students being pulled for supplemental instruction.	6/2/2017 daily
G1.B3.S1.MA1  M316345	Monitor participation in PAWS store and events.	Armstrong, Amanda	8/15/2016	Number of students that come to the PAWS store and attend the nine weeks events	6/2/2017 weekly
G1.B3.S1.MA1  M316346	Conduct Positive Behavior Support team meetings.	Wright, Marshalee	8/15/2016	Discipline data	6/2/2017 quarterly
G1.B3.S1.A1  A309402	Meet as a Positive Behavior Support team to discuss strategies and focus.	Wright, Marshalee	8/15/2016	Agenda and minutes from meeting.	6/2/2017 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.B3.S1.A2  A309403	Provide professional development in-service for teachers and staff.	Wright, Marshalee	8/15/2016	Professional development agenda and sign in sheet	6/2/2017 quarterly
G1.B3.S1.A3  A309404	PAWS store and Positive Behavior Support events	Wright, Marshalee	8/15/2016	Participation of students	6/2/2017 weekly
G2.B1.S1.MA1  M316350	Data from on-going progress monitoring, weekly assessments and district assessments will be...	Armstrong, Kelly	8/15/2016	Data submitted and reviewed	6/2/2017 weekly
G2.B1.S1.MA4  M316351	Data from on-going progress monitoring, weekly assessments and district assessments will be...	McAlhany, Vicki	8/15/2016	Data submitted and reviewed	6/2/2017 weekly
G2.B1.S1.MA1  M316352	Walkthroughs and reviews of lesson plans will be conducted.	Armstrong, Kelly	8/15/2016	Completed walkthroughs and lesson plans.	6/2/2017 daily
G2.B1.S1.MA3  M316353	Walkthroughs and reviews of lesson plans will be conducted	McAlhany, Vicki	8/15/2016	Completed walkthroughs and lesson plans.	6/2/2017 daily
G2.B1.S1.A1  A309406	Analyze data, identify students.	Croft, Colleen	8/15/2016	Student growth and areas of deficiencies	6/2/2017 monthly
G2.B1.S1.A2  A309407	Provide training to teacher's in the Achieve 3000 Program.	Croft, Colleen	8/15/2016	Materials purchased, student lists with data and professional development completed.	6/2/2017 annually
G2.B2.S1.MA1  M316356	Data from weekly assessments, unit assessments and district assessments will be reviewed and...	Armstrong, Kelly	8/15/2016	Data reviewed and discussions held	6/2/2017 monthly
G2.B2.S1.MA4  M316357	Data from weekly assessments, unit assessments and district assessments will be reviewed and...	McAlhany, Vicki	8/15/2016	Data reviewed and discussions held	6/2/2017 monthly
G2.B2.S1.MA5  M316358	Data from weekly assessments, unit assessments and district assessments will be reviewed and...	Croft, Colleen	8/15/2016	Data reviewed and discussions held	6/2/2017 monthly
G2.B2.S1.MA1  M316359	Walkthroughs and observations will be conducted.	Armstrong, Kelly	8/15/2016	Completed walkthroughs and observations	6/2/2017 daily
G2.B2.S1.MA3  M316360	Walkthroughs and observations will be conducted.	McAlhany, Vicki	8/15/2016	Completed walkthroughs and observations	6/2/2017 daily
G2.B2.S1.A1  A309410	Analyze data, create groups, schedule groups	Croft, Colleen	8/15/2016	Data collected	6/2/2017 every-6-weeks
G2.B2.S1.A2  A309411	Provide professional development for teachers in high-yield strategies.	Shockley, Amy	8/15/2016	Use of strategies in classroom as observed through walkthroughs and observations.	6/2/2017 quarterly
G2.B3.S1.MA1  M316361	Continue to review daily attendance and communicate with our data base manager and families.	Wright, Marshalee	8/15/2016	Student attendance records; as well as documented communication with our data base manager and families.	6/2/2017 weekly
G2.B3.S1.MA1  M316362	Records and copies of parent communication and Educational Planning Team Meeting	Wright, Marshalee	8/15/2016	Student attendance records	6/2/2017 quarterly
G2.B3.S1.A1  A309412	Review daily attendance and note absences and tardies.	Wright, Marshalee	8/15/2016	Number of absences and tardies	6/2/2017 daily
G2.B3.S1.A2  A309413	Contact parent to inquire about repeated absences and tardies and also inform about District...	Wright, Marshalee	8/15/2016	Contact log and copies of letters sent home	6/2/2017 weekly
G2.B3.S1.A3  A309414	Educational Planning Team Meeting	Wright, Marshalee	8/15/2016	Conference notes and attendance plan	6/2/2017 quarterly
G3.B1.S1.MA1  M316364	Data from ongoing progress monitoring will be collected.	Armstrong, Kelly	8/15/2016	Data submitted	6/2/2017 monthly
G3.B1.S1.MA4  M316365	Data from ongoing progress monitoring will be collected.	McAlhany, Vicki	8/15/2016	Data submitted	6/2/2017 monthly

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G3.B1.S1.MA1  M316366	Walkthroughs and observations will be conducted.	Armstrong, Kelly	8/15/2016	Completed walkthorughs and observations	6/2/2017 daily
G3.B1.S1.MA3  M316367	Walkthroughs and observations will be conducted.	McAlhany, Vicki	8/15/2016	Completed walkthorughs and observations	6/2/2017 daily
G3.B1.S1.A1  A309415	Use data to identify students	Croft, Colleen	8/15/2016	Students assessment data used to identify students targeted for intervention.	6/2/2017 monthly
G3.B1.S1.A2  A309416	Provide materials for teachers for use during supplemental instruction.	McAlhany, Vicki	8/15/2016	Materials purchased	6/2/2017 quarterly
G3.B1.S1.A3  A309417	Providing modeling and coaching opportunities.	Shockley, Amy	8/15/2016	Use of high-yield strategies and ideas.	6/2/2017 quarterly
G1.B1.S2.MA1  M316338	Conduct classroom walkthroughs and observations.	Armstrong, Kelly	8/15/2016	Completed walkthrough and observation forms	6/2/2017 daily
G1.B1.S2.MA3  M316339	Conduct classroom walkthroughs and observations.	McAlhany, Vicki	8/15/2016	Completed walkthrough and observation forms	6/2/2017 daily
G1.B1.S2.MA1  M316340	The leadership team will follow-up with teachers in team and cross grade level curriculum meetings...	Armstrong, Kelly	8/15/2016	Lesson plans, classroom observations, walkthroughs and teacher surveys	6/2/2017 monthly
G1.B1.S2.A1  A309399	Teachers will review the Florida Standards and review test specifications in grade level and...	Armstrong, Kelly	8/15/2016	Lesson plans, classroom observations, and walkthroughs	6/2/2017 quarterly
G1.B1.S2.A2  A309400	Teachers will review the Florida Standards and review test specifications in grade level and...	McAlhany, Vicki	8/15/2016	Lesson plans, classroom observations, and walkthroughs	6/2/2017 quarterly
G1.B3.S2.MA1  M316347	Discussion with teachers regarding student behavior during team leader and grade level meetings	Wright, Marshalee	8/15/2016	Notes regarding teacher feedback about student behavior.	6/2/2017 monthly
G1.B3.S2.MA1  M316348	Review of the Seven Habits of Happy Kids with the teachers on the morning news	Wright, Marshalee	8/15/2016	Anecdotal notes on student behavior	6/2/2017 weekly
G1.B3.S2.A1  A309405	Teach and discuss the Seven Habits of Happy Kids.	Wright, Marshalee	8/15/2016	Anecdotal notes on student behavior.	6/2/2017 daily
G2.B1.S2.MA1  M316354	The data will be reviewed regularly.	McAlhany, Vicki	8/15/2016	Reflex Math Reports	6/2/2017 weekly
G2.B1.S2.MA1  M316355	Observation of math group and review of data	McAlhany, Vicki	8/15/2016	Reports from the Reflex Math program will be reviewed regularly to determine if the students are making progress toward their goals.	6/2/2017 monthly
G2.B1.S2.A1  A309408	Identify students who need additional support with math facts and begin morning and/or afternoon...	McAlhany, Vicki	8/15/2016	Students math assessment data and teacher input	6/2/2017 one-time
G2.B1.S2.A2  A309409	Begin before and after school computer lab sessions where students will use the Reflex Math program...	McAlhany, Vicki	8/15/2016	Attendance sheets, observation and Reflex Math participation reports.	6/2/2017 biweekly
G3.B1.S2.MA1  M316368	Students data from weekly assessments, unit assessments and district assessments will be collected.	Croft, Colleen	8/15/2016	Data collected	6/2/2017 monthly
G3.B1.S2.MA1  M316369	Lesson plans for tutoring sessions will be reviewed and observations conducted.	Croft, Colleen	8/15/2016	Completed observations and lesson plan review	6/2/2017 weekly
G3.B1.S2.MA3  M316370	Lesson plans for tutoring sessions will be reviewed and observations conducted.	Armstrong, Kelly	8/15/2016	Completed observations and lesson plan review	6/2/2017 weekly
G3.B1.S2.A1  A309418	Identify students through data analysis, purchase needed materials and provide teacher training.	Croft, Colleen	8/15/2016	Lesson plans and observations	6/2/2017 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
G3.B1.S2.A2  A309419	Conduct after school tutoring groups for selected students.	Croft, Colleen	8/15/2016	Lesson plans, student attendance sheets	6/2/2017 biweekly
G3.B1.S3.MA1  M316371	Student academic talk and math assessment data	McAlhany, Vicki	8/15/2016	Classroom observations and antedotal notes	6/2/2017 daily
G3.B1.S3.MA1  M316372	Build in Math Reads literacy into daily reading centers	McAlhany, Vicki	8/15/2016	Student assessment data	6/2/2017 daily
G3.B1.S3.MA3  M316373	Math Vocabulary Wall	McAlhany, Vicki	8/15/2016	Student assessment data	6/2/2017 daily

V. Professional Development Opportunities

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

G1. The percent of students scoring at proficiency or above in English Language Arts will increase by at least 10 %.

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards.

PD Opportunity 1

Implement the district adopted curriculum and supplemental resources with fidelity.

Facilitator

District staff, Principal, Assistant Principal, Instructional Coach, and FCIM facilitator

Participants

All teachers

Schedule

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

PD Opportunity 2

Implement the district adopted curriculum and supplemental resources with fidelity.

Facilitator

District staff, Principal, Assistant Principal, Instructional Coach, and FCIM facilitator

Participants

All teachers

Schedule

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

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

PD Opportunity 1

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Facilitator

Leadership Team

Participants

All teachers

Schedule

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

PD Opportunity 2

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

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

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G1.B2.S1 Provide supplemental instruction.

PD Opportunity 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Facilitator

FCIMS Facilitator, Assistant Principal

Participants

All Teachers

Schedule

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

G1.B3 Limited or restricted intervention resources and time impact the learning environment.

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support.

PD Opportunity 1

Provide professional development in-service for teachers and staff.

Facilitator

McAlhany, Vicki

Participants

Glen Springs faculty members and staff

Schedule

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

G2. The percent of students scoring at proficiency or above in Mathematics will increase by at least 10 %.

G2.B1 Lack of time in the instructional day.

G2.B1.S1 Provide after-school tutoring to targeted students.

PD Opportunity 1

Provide training to teacher's in the Achieve 3000 Program.

Facilitator

Colleen Croft, FCIM

Participants

After-school Teacher Tutors

Schedule

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

G2.B2 Varied ability of students in each class.

G2.B2.S1 Provide small group, differentiated instruction during core instructional time.

PD Opportunity 1

Provide professional development for teachers in high-yield strategies.

Facilitator

Instructional Coach, Principal, Assistant Principal, FCIM Facilitator

Participants

All teachers

Schedule

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

G3. At least 50% of the lowest quartile will make a year's gain in Mathematics.

G3.B1 Lack of pre-requisite skills needed for mastery of grade level content.

G3.B1.S2 Provide extended learning opportunities.

PD Opportunity 1

Identify students through data analysis, purchase needed materials and provide teacher training.

Facilitator

FCIM Facilitator, Principal, Assistant Principal

Participants

Teacher tutors

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement the district adopted curriculum and supplemental resources with fidelity.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0331 - Glen Springs Elementary School	School Improvement Funds		\$1,000.00
			Notes: Purchase supplementary materials not already provided to support state adopted series.			
2	G1.B1.S1.A2	Implement the district adopted curriculum and supplemental resources with fidelity.				\$0.00
3	G1.B1.S2.A1	Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$1,500.00
			Notes: Teachers at grades 3, 4 and 5 will be provided a substitute to provide release time for grade level planning and standards review.			
4	G1.B1.S2.A2	Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.				\$0.00
5	G1.B2.S1.A1	After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$2,000.00
			Notes: These funds will be used to purchase resource materials for teachers to use with students during intervention groups.			
6	G1.B3.S1.A1	Meet as a Positive Behavior Support team to discuss strategies and focus.				\$0.00
7	G1.B3.S1.A2	Provide professional development in-service for teachers and staff.				\$0.00
8	G1.B3.S1.A3	PAWS store and Positive Behavior Support events				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$1,000.00
			Notes: The funds will be used to to purchase items for the PAWS store and to fund nine weeks events.			

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9	G1.B3.S2.A1	Teach and discuss the Seven Habits of Happy Kids.				\$0.00
10	G2.B1.S1.A1	Analyze data, identify students.				\$0.00
11	G2.B1.S1.A2	Provide training to teacher's in the Achieve 3000 Program.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0331 - Glen Springs Elementary School	Title I, Part A		\$1,000.00
12	G2.B1.S2.A1	Identify students who need additional support with math facts and begin morning and/or afternoon sessions in the computer lab.				\$0.00
13	G2.B1.S2.A2	Begin before and after school computer lab sessions where students will use the Reflex Math program to practice math facts.				\$0.00
14	G2.B2.S1.A1	Analyze data, create groups, schedule groups				\$0.00
15	G2.B2.S1.A2	Provide professional development for teachers in high-yield strategies.				\$0.00
16	G2.B3.S1.A1	Review daily attendance and note absences and tardies.				\$0.00
17	G2.B3.S1.A2	Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy				\$0.00
18	G2.B3.S1.A3	Educational Planning Team Meeting				\$0.00
19	G3.B1.S1.A1	Use data to identify students				\$0.00
20	G3.B1.S1.A2	Provide materials for teachers for use during supplemental instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,500.00
			Notes: The funds will be used to purchase materials that supplement the basal and support the Florida Standards.			
21	G3.B1.S1.A3	Providing modeling and coaching opportunities.				\$0.00
22	G3.B1.S2.A1	Indentify students through data analysis, purchase needed materials and provide teacher training.				\$0.00
23	G3.B1.S2.A2	Conduct after school tutoring groups for selected students.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$2,000.00
24	G3.B1.S3.A1					\$0.00
Total:						\$10,000.00