Grassy Lake Elementary School

2016-17 Schoolwide Improvement Plan

Grassy Lake Elementary School

1100 FOSGATE RD, Minneola, FL 34715

https://gle.lake.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

*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 Lake 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.

Table of Contents

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 Grassy Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through the dedication and commitment of staff, parents, and the community, Grassy Lake Elementary provides a safe learning environment that challenges students to strive for excellence.

b. Provide the school's vision statement.

Our vision is to provide a happy, caring and academically focused environment where students can reach their full potential and grow to be productive, respectful members of the community.

2. School Environment

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

Throughout the year, Grassy Lake will work toward building positive relationships between all stakeholders including teachers and students by learning as much as possible about our students. Prior to the school year beginning, we will hold an Orientation where parents and students come in to meet their teacher. During this time, teachers will have an opportunity to have an informal conversation with the students.

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

It is our goal to ensure all of our students feel safe and respected at all times. Our Guidance Counselors and the district assigned Social Worker will work together to identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act).

In our effort to continue to be a Bully Free School, we will establish a Bully-Proofing Your School Committee. This committee will be comprised of a representative from each grade level along with a Guidance Counselor and an Administrator. Character Education will be incorporated in our anti-bullying campaign. A character word will be featured each month on the morning news followed up by classroom visits by our Guidance Counselors. GLES will also establish a Safety Committee. This committee will be responsible for evaluating the safety of our campus as well as debriefing after each emergency drill.

With the support of the district, we will maintain a "Single Point of Entry" throughout the day. Before and after school, we will continue the "Single Point of Entry" while students attend the Extended Learning Program..

Grassy Lake Elementary will adhere to a strict dress code for our faculty and students. Dress affects student attitude and the learning environment of others and we expect GLES students to dress for success. The established dress code will encourage a feeling of belonging and team spirit as well as pride in good grooming and appearance. Additionally, it will ensures the safety and well-being of all students and promote a positive learning environment.

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.

Grassy Lake will establish a schoolwide behavior support plan that includes procedures and what we will refer to as an "Infraction Sheet". This form will be utilized in hopes of correcting the behavior before a formal discipline referral is written. To ensure that the plan is implemented correctly and there is consistency, training will be held with all instructional staff. The plan includes identified inappropriate behaviors, interventions, a review of the infraction sheet and guidelines for writing discipline referrals. During the training, a Behavior Process chart will be reviewed which identifies the roles of the teacher and administration.

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.

Grassy Lake's Guidance Counselors will make themselves available for one-on-one or small group assistance. There is a referral procedure in place should a teacher feel that either the student or family is need of support. Guidance Counselors will be actively involved in the MTSS process. They will conduct student assessments and are involved in the decision-making process for student placement. Additionally, they will be involved in the student data collection, monitoring and analyzing student data, communicating the process to parents and supporting interventions plans as well as collaborating with teachers. The school will also work collaboratively with the district assigned Social Worker to provide support and resources as needed as well as provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act).

The Leadership Team will establish a mentoring program based on student needs. Each member will meet with his/her students to discuss their academic progress, offer assistance with resources and provide an opportunityfor the students to share their thoughts, successes, and challenges. The Leadership Team includes the Administrators, Guidance Counselors, Literacy Coach, Curriculum Resource Teacher, and ESE School Specialist.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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	14	9	13	13	10	13	0	0	0	0	0	0	0	72
One or more suspensions	3	1	1	2	1	2	0	0	0	0	0	0	0	10
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	

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. § 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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Grassy Lake incorporates an estimated 30 - 40 parent involvement activities on campus. The parent attendance to these events averages around 40%. We would like to see an increase in our academic based school activities. These will be our targets for the upcoming year.
In addition to our successful volunteer program, Grassy Lake participated in the Dad Take Your Child to School Day. All father figures were welcomed, including stepfathers, grandfathers, uncles, brothers, foster fathers and other significant role models. Although the event is centered on fathers, mothers and other family members were also welcome to attend.The intent of this initiative is to highlight the significant difference fathers and father figures can make by taking a more active role in their children's educational experience. When fathers play a more active role in a child's education, children perform better academically; have fewer discipline problems; and become more responsible adults.
We are working to implement another communication tool, the Remind App, to provide timely information to parents for upcoming events of which they can be involved, as well as re-establish a school-wide newsletter.
We are working towards reinvigorating our SAC and PTO to increase parent involvement within those two organizations.

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.

Grassy Lake has been very successful in building and sustaining partnerships with the local community. Invitations are sent out at the beginning of each year to any new businesses to encourage their support. In our effort to continue to successfully integrate technology into the classroom and ensure that our technology is in good working condition, the administrative team works closely with our PTO Board. Through that collaboration we were able to secure a donation of computers (desk tops and laptops) from Sea World.

In recognition of our partnerships, Grassy Lake will once again strive for the the "5 Star School Award". The criteria for this award includes a successful community and business partnership.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Williams, Julie	Principal
Shaffer, Natalie	Assistant Principal
Carmody, Karen	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.

Julie Williams, Natalie Shaffer, and Karen Carmody will serve as the School Leadership Team at Grassy Lake Elementary School. As a team, we will collaborate to ensure that we have a shared focus and goal for our students. As a team we will develop, initiate and monitor educational programs while also making sure each student has an opportunity to excel academically in a safe environment. Each of us will strive to keep abreast of changes and development in the profession by attending professional development trainings, reading professional journals and sharing information from district meetings. During the weekly leadership meetings, data from classroom walk-throughs will be discussed (instructional best practices and strategies as well as concerns). Additionally, we will plan, direct and conduct staff meetings as a team. During these meetings, policy changes, instructional programs, potential problems and resolutions and other school related issues will be discussed.

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 MTSS/RtI leadership team will meet with classroom teachers at scheduled intervals, which may span from six to eight weeks (or sooner if need be), to monitor and review student progress data and determine the effectiveness of Tier 2 and 3 interventions being implemented. Supplementary instructional resources will be discussed, and students will be moved across the tiers as data warrants.

Supplemental Academic Instruction (SAI):
Grassy Lake has a strong need to lower the number of Level 1 and 2 students in the area of mathematics. For the purpose of the allocated SAI funds, GLES intends to focus our efforts on current 3rd, 4th and 5th grade students. GLES will use approximately 99% of the SAI budget to fund a part-time math tutor who will tutor students individually and in small groups to remediate math concepts unique to these students' needs. Mrs. Shaffer, Assistant Prinicipal, will pull student data monthly for progress monitoring the effectiveness of the program as well as monitor the budget by working with the bookkeeper.

Title I:
The Lake County School District provides tutoring for our homeless students in need of academic assistance.

Title II:
The Lake County School District will receive supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III:
The Lake County School District will provide services and resources for our ELL students. The Guidance Department and the ELL Teacher Assistant will work closely together to ensure that all eligible students are in the program and their needs are being met.

Title X- Homeless:
With direction from the Lake County School District's Student Services Department, Grassy Lake's Guidance Department and the school assigned social worker will identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act). GLES will also participate in the Buses & Backpack program through a local partnership that provide food assistance to our families.

Violence Prevention Programs:
Grassy Lake Elementary will provide violence prevention programs to students through the Mendez "Too good for Drugs and Violence" programs. We will offer bully prevention training to teachers, students and parents. A Bullyproofing Your School Committe will be established with the purpose of working together to ensure that our Bullying Prevention Program is effective. Discipline referrals will be monitored and reviewed each quarter unless it is determined that the frequency should be increased.

Nutrition Programs:
The Lake County School District's Food Service Department, in conjunction with Grassy Lake Elementary, will provide students with nutritious meals. Information on nutrition will be provided to families on the School District website. Administration, Food Service Manager and the District Food Service Department will work closely together to ensure that district policy is followed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Donald Lipham	Business/Community
Renae Benoit	Parent
Venise Grice	Parent
Lisa Trudell	Parent
Margaret Kirwan	Parent
Millye Rodriguez	Education Support Employee
Belkis Perez	Teacher
Julie Williams	Principal
Gayle Tomasini	Business/Community
Tracy Hunt	Parent
Pam Rodgers	Teacher
Trenita Holladay	Teacher
Melissa Scoma	Parent
Alley Herrick	Parent
Kristen Orton	Parent
Gena Lederhandler	Parent
Jessica Rosa	Parent
Tandra Archie	Parent
Matt Burklew	Parent
Genna Storoschuck	Parent
Damaris Teron	Teacher
Jossimar Soto	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the September 2016 SAC meeting, the school's student achievement data will be shared with the committee. This data includes iStation, iReady growth, the FSA ELA/Math scores and growth for 3rd - 5th grades, the District and the State. The School's SAI plan will be shared which will address the deficiency in Math. The school will continue to include Science Lab on the Enrichment Wheel. Additionally, Wonderful Wednesday will continue to be incorporated to provide each grade level with a day of collaboration with the focus on the standards.

b. Development of this school improvement plan

The SAC committee will assist in the development of the School Improvement Plan. Each section of the plan will be reviewed with the committee and any needed adjustments made. The committee will then formally approve the School Improvement Plan. The committee will evaluate the effectiveness of the plan at the end of the year and make recommendations for next year's plan.

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

The SAC will work closely with the principal in the development and monitoring of the school budget.

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

School Improvement funds were not allocated in 2015-16.

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
Williams, Julie	Principal
Shaffer, Natalie	Assistant Principal
Carmody, Karen	Assistant Principal

b. Duties

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

The LLT will focus on identifying the needs of the students by analyzing data and trends. Implementation of academic centers in the intermediate grades will be monitored by the LLT to ensure they are standards based. Common Core Support Coach- Targeting Reading Comprehension will be added to the Reading block as a resource to utilized in meeting the ELA Standards. Jr. Great Books will be available for those students that need acceleration. Students in grades K-5 will also have the opportunity to use the online computer program Istation Reading, where the curriculum is adjusted automatically to every child's individual ability in all skill areas. Special reading events and activities will be planned by the LLT, such as Snuggle Up and Read, Celebrate Literacy week, Read Across America, Read Believe and Achieve, and Reading Paws.

In addition to administration, members of the LLT include a representative from each grade level, the Media Specialist, Speech & Language Pathologist and the Literacy Coach who also serves as the facilitator of the team.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grassy Lake will implement "Wonderful Wednesday" which will provide each grade level including our enrichment team a full day for collaborative planning. The rotation schedule will provide a day of planning for each team every 7 weeks. In addition, common planning will be built in the master schedule to provide grade levels with the opportunity to collaborate, plan and meet together. The district calendar will also include a Professional Development day which will provide teachers with an opportunity to continue to gain knowledge. Additional funds will be provided to schedule an additional hours of collaboration for each grade level on an early release Wednesday.

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

Grassy Lake Elementary adheres to the hiring procedures set by the Lake County School District. Candidates will be carefully screened and interviewed. All teachers at Grassy Lake Elementary will be Highly-Qualified as described by the Florida Department of Education. New teachers attend the New Teacher Orientation held in August, where District Policies and Procedures are reviewed with all new teachers to the county. Additionally, new teachers will attend weekly grade level Meetings, along with monthly administrative meetings.

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

New teachers will be mentored by an assigned teacher (based on LIFT status). In addition to the weekly grade level meetings, mentors will meet with their assigned new teacher once a week to ensure full understanding of all policies and procedures. If needed, we will pair a new teacher with a veteran in a co-teaching model.

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.

Through the support of the district, each teacher will have access to Scope and Sequence Curriculum Blueprints. Within the blueprints, they will find the Florida standards, pacing guide and instructional resources. The teachers will develop their lesson plans based on the blueprints provided. Any additonal resources will be evaluated to ensure they too align with the Florida standards. Prior to renewing software programs, they will be evaluated to ensure their effectiveness in supporting teachers in providing instruction. Administration will continue to review lesson plans, observe lessons on a regular basis, and monitor meeting minutes in regard to alignment to the standards. In addition, the CRT and Literacy Coach will be present at each team collaboration session (Wonderful Wednesday) to ensure that grade level teams are aligning their lessons to the standards.

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.

Grassy Lake will be a data driven school. Through the implementation of the progress monitoring plan, data is disaggegated to identify areas of strengths and weakness in academic performance. Though the use of centers, teachers will be able to group their students based on identified areas of need. These centers will range from remediation to acceleration. A writing component will also be added to the groups. After each iStation assessment, data will be pulled and reviewed to determine the appropriate grouping for students. iStation is the online computer program where the curriculum is adjusted automatically to each student's individual ability in all skill areas.

Data Meetings will be held each quarter. Teachers will complete a data sheet, then meet with the Leadership team to discuss the academic performance of their students, how instruction has been differenitated to meet their needs, remediation or acceleration, and support services. Each member of the Leadership team will be assigned students to progress monitor throughout the year. Team

members will meet with their assigned students, review their data and provide support (academic resources, emotional, etc.). Team members will also have continuous dialogue with the teachers.

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: 240

Students who are enrolled in the Extended Learning Program will be provided academic support through tutoring and assistance with homework on skills taught in the classroom. A computer station will be set up so that the students will also have access to the iStation Reading Program.

Strategy Rationale

This program is in place to assist parents who work beyond the school day. It will provide students will assistance should their be a need as they complete their homework. Tutoring will provide struggling students with additional academic support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Julie, williamsj2@lake.k12.fl.us

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

Monitors check student homework as well as acadedic perfomance through assessments.

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.

Grassy Lake Elementary hosts Kindergarten Star Search to help orient students and parents to the school's policies and procedures. Additionally, teachers schedule Kindergarten academic screenings to be utilized during class placements and curriculum adjustments. Academic screenings will continue to be utilized as incoming kindergarteners arrive after the start of school and if necessary throughout the year.

Our 5th grade students participate in a Mock Middle School Day. During this day, students experience changing classes and opening lockers. They will also view the dress code policy as well as see models of appropriate and inappropriate dress. An assembly will be held during year for a presentation from the middle school guidance counselor. Students will also be introduced to the Arts by listening to musical ensembles from the middle schools and watching musical drama performances.

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.

Please see attached charts which contain proficiency, growth, and rank within district. Scores improved in ALL areas, with highlights to include 4th grade math and a 14 point gain in 5th grade FSA ELA.

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"Â? 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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students.

G2.   With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

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. By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students. `1a`

🔍 G086848

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	3.9

Targeted Barriers to Achieving the Goal `3`

- We do not have a system in place for reviewing data and developing action steps.

- Lack of a consistent positive behavior support system in 5th grade and ESE/EBD classrooms.

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

- Administration, CRT, Literacy Coach, Guidance Counselors, ESE Specialist, Skyward Data, Decision Ed, PBS research and best practices

Plan to Monitor Progress Toward G1. `8`

We will monitor progress based on attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1a

🔍 G086849

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas

- Inconsistency in data review/analysis within grade levels, classes, and subgroups

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Literacy Coach, CRT, Curriculum Blueprints, Test Item Specs, Collaborative Planning Structure, Structure to Share Best Practices, Progress Monitoring Data

Plan to Monitor Progress Toward G2. 8

The following assessments and data points will be collected and analyzed during leadership team meetings, collaborative planning sessions, and data review meetings: iStation, iReady, Grades, LSA (5th Science), FSA, FCAT Science, and STAR Reading.

Person Responsible

Julie Williams

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Assessment data (iStation, iReady, LSA, FCAT Science, STAR Reading), changes to action plan based on data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students. 1

🔑 G086848

G1.B1 We do not have a system in place for reviewing data and developing action steps. 2

🔑 B230883

G1.B1.S1 The GLES Leadership Team will review behavior and attendance data at least once per quarter during our Leadership Team Meetings where we will develop action steps to address any concerns. 4

🔑 S243598

Strategy Rationale

By meeting at least quarterly, the Leadership Team will be able to address concerns in a timely manner and identify action steps to meet immediate needs.

Action Step 1 5

Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly behavior/attendance data review meeting with leadership team.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule, Facilitator, Protocols

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

Develop and utilize schedule for attendance/behavior data review meetings.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule of Meetings; Minutes

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

Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.

Person Responsible

Natalie Shaffer

Schedule

On 5/31/2017

Evidence of Completion

Attendance/Behavior Data

G1.B1.S2 The GLES Leadership Team will develop clear, structured protocols for pulling and analyzing attendance and behavior data. 4

🔍 S243599

Strategy Rationale

By developing a clear, structured protocol for pulling and analyzing attendance and behavior data, it will ensure that we are effectively monitoring attendance/behavior and allow us to use accurate information to plan next steps.

Action Step 1 5

Decide what data is most imperative to review and analyze, and create a schedule with the data clerk for pulling the data so it can be analyzed by the leadership team.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

List and schedule of data to be pulled and analyzed

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

Develop and utilize list of data to be analyzed to include schedule of review dates

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

List of data and schedule of review

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

Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Attendance/Behavior Data

G1.B2 Lack of a consistent positive behavior support system in 5th grade and ESE/EBD classrooms. `2`
🔍 B230884

G1.B2.S1 The 5th Grade Team will develop a positive behavior system. `4`
🔍 S243600

Strategy Rationale

By developing a positive behavior system, teachers will uncover root causes of misbehavior as well as replace inappropriate behavior with more suitable behavior.

Action Step 1 `5`

The 5th Grade Team will create and establish a structured positive behavior support system to be utilized across the grade level, which will include a review of best practices at other schools.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

PBS Plan; 5th Grade Meeting Minutes

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

Utilize structured positive behavior support system (PBS) for 5th grade students.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

PBS Plan, 5th Grade Meeting Minutes

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

Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Behavior Data, OSS Rates

G1.B2.S2 The Self-Contained ESE/EBD classes will develop a positive behavior system. 4

🔑 S243601

Strategy Rationale

By developing a positive behavior system, teachers will uncover root causes of misbehavior as well as replace inappropriate behavior with more suitable behavior.

Action Step 1 5

The ESE/EBD Team will create and establish a structured positive behavior support system to be utilized within their classes and with administration and the ESE Specialist.

Person Responsible

Karen Carmody

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

PBS Plan

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Develop a structured positive behavior support system (PBS) for students in the ESE/EBD classrooms.

Person Responsible

Karen Carmody

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

PBS Plan and Behavior Tracking Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.

Person Responsible

Karen Carmody

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Behavior/Discipline Data

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. `1`

🔑 G086849

G2.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas `2`

🔑 B230885

G2.B1.S1 We will implement Wonderful Wednesday (all day team common collaboration time) once per quarter to support teachers planning in standards-based instruction. `4`

🔑 S243602

Strategy Rationale

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for standards-based instruction

Action Step 1 `5`

Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning timeframes, and expected products for Wonderful Wednesday

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule, Norms, Protocols, Products, Deliverables

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

Develop and utilize administrative/coach schedule for attending and supporting common planning weekly

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule for support

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

Leadership team will conduct weekly CWTs to measure impact of common planning on instructional look-fors.

Person Responsible

Natalie Shaffer

Schedule

Weekly, from 8/1/2016 to 5/31/2017

Evidence of Completion

CWT Data

G2.B1.S2 We will implement a monthly structured professional development where identified teachers will share and model best practices and high-yield instructional strategies in all content areas to increase teacher knowledge in standards-based instruction. `4`

🔑 S243603

Strategy Rationale

If we implement, monitor, and support a structured opportunity for teachers to share best practices centered on standards-based instruction, we will increase the knowledge base and instructional tool box of our teachers.

Action Step 1 `5`

Create and establish a professional development structure and calendar, establish protocols, and expected outcomes.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Calendar, Protocols, Expected Outcomes

Action Step 2 `5`

Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Survey Monkey questionnaire for teachers, leadership meeting minutes, teacher data, student data, CWT data

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

Develop and utilize schedule and protocol for professional development and best practice sessions

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule of PD, Protocol list

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

Assign topics to be covered and facilitators for each session

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

List of Topics and Facilitators

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

Leadership team will conduct weekly CWTs to measure impact of professional development/sharing of best practices on instructional look-fors.

Person Responsible

Natalie Shaffer

Schedule

Weekly, from 8/1/2016 to 5/31/2017

Evidence of Completion

CWT Data

G2.B2 Inconsistency in data review/analysis within grade levels, classes, and subgroups 2

🔑 B230886

G2.B2.S1 We will implement quarterly data chats between leadership team and all teachers to review all student data to ensure consistent and timely progress monitoring. 4

🔑 S243604

Strategy Rationale

If we implement and monitor quarterly data chats, we will see trends and form action plans to drive instruction and appropriately differentiate for all of our students' needs.

Action Step 1 5

Adjust data reporting/progress monitoring form by which teachers consolidate individual student grades and assessment information from all key data sources.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Data Reporting/Progress Monitoring Form

Action Step 2 5

Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data review meeting with all teachers.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Calendar/Schedule, List of Protocols, Expected Outcomes

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

Develop and utilize schedule for data review meetings.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule of data meetings

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

Implement common data sheet and clearly defined protocols for data review meetings.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Data Sheet Template and Protocols

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

Quarterly discussions with each teacher regarding the analysis of their data and action plans, as well as tracking increases in academic achievement/data points.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Data Review Meeting Notes

G2.B2.S2 Literacy Coach and CRT will facilitate and support data review and analysis during structured collaborative time with all grade levels. 4

🔑 S243605

Strategy Rationale

If we facilitate and support data analysis with our teachers, they will be able to build action plans and adjust instruction to meet the needs of all students.

Action Step 1 5

Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for data review/intergration for collaborative time with each grade level.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Schedule/Calendar, Facilitator/Coach, Protocols, Expected Outcomes

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

Create schedule of facilitators assigned to attend and support teachers during each common planning session

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Schedule of common planning meetings with facilitator assigned

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

Develop and implement protocol for data review during common planning.

Person Responsible

Natalie Shaffer

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

Evidence of Completion

Protocol document

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

Review data reporting forms to ensure consistent reporting and analysis of data.

Person Responsible

Karen Carmody

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Data Reporting Forms, Collaborative Planning Minutes

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔑 M326659	Develop and utilize schedule for attendance/behavior data review meetings.	Williams, Julie	8/1/2016	Schedule of Meetings; Minutes	10/31/2016 quarterly
G1.B1.S1.A1 🔑 A315151	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly...	Williams, Julie	8/1/2016	Schedule, Facilitator, Protocols	10/31/2016 quarterly
G1.B2.S1.A1 🔑 A315153	The 5th Grade Team will create and establish a structured positive behavior support system to be...	Shaffer, Natalie	8/1/2016	PBS Plan; 5th Grade Meeting Minutes	10/31/2016 quarterly
G2.B1.S1.MA1 🔑 M326668	Develop and utilize administrative/coach schedule for attending and supporting common planning...	Williams, Julie	8/1/2016	Schedule for support	10/31/2016 quarterly
G2.B1.S1.A1 🔑 A315155	Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning...	Williams, Julie	8/1/2016	Schedule, Norms, Protocols, Products, Deliverables	10/31/2016 quarterly
G2.B2.S1.MA1 🔑 M326673	Develop and utilize schedule for data review meetings.	Williams, Julie	8/1/2016	Schedule of data meetings	10/31/2016 quarterly
G2.B2.S1.MA2 🔑 M326674	Implement common data sheet and clearly defined protocols for data review meetings.	Williams, Julie	8/1/2016	Data Sheet Template and Protocols	10/31/2016 quarterly
G2.B2.S1.A1 🔑 A315158	Adjust data reporting/progress monitoring form by which teachers consolidate individual student...	Williams, Julie	8/1/2016	Data Reporting/Progress Monitoring Form	10/31/2016 quarterly
G2.B2.S1.A2 🔑 A315159	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data...	Williams, Julie	8/1/2016	Calendar/Schedule, List of Protocols, Expected Outcomes	10/31/2016 quarterly
G1.B1.S2.MA1 🔑 M326661	Develop and utilize list of data to be analyzed to include schedule of review dates	Williams, Julie	8/1/2016	List of data and schedule of review	10/31/2016 quarterly
G1.B1.S2.A1 🔑 A315152	Decide what data is most imperative to review and analyze, and create a schedule with the data...	Williams, Julie	8/1/2016	List and schedule of data to be pulled and analyzed	10/31/2016 quarterly
G1.B2.S2.A1 🔑 A315154	The ESE/EBD Team will create and establish a structured positive behavior support system to be...	Carmody, Karen	8/1/2016	PBS Plan	10/31/2016 quarterly
G2.B1.S2.MA1 🔑 M326670	Develop and utilize schedule and protocol for professional development and best practice sessions	Williams, Julie	8/1/2016	Schedule of PD, Protocol list	10/31/2016 quarterly
G2.B1.S2.MA2 🔑 M326671	Assign topics to be covered and facilitators for each session	Williams, Julie	8/1/2016	List of Topics and Facilitators	10/31/2016 quarterly
G2.B1.S2.A1 🔑 A315156	Create and establish a professional development structure and calendar, establish protocols, and...	Williams, Julie	8/1/2016	Calendar, Protocols, Expected Outcomes	10/31/2016 quarterly
G2.B1.S2.A2 🔑 A315157	Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs,...	Williams, Julie	8/1/2016	Survey Monkey questionnaire for teachers, leadership meeting minutes, teacher data, student data, CWT data	10/31/2016 quarterly
G2.B2.S2.MA2 🔑 M326677	Develop and implement protocol for data review during common planning.	Shaffer, Natalie	8/1/2016	Protocol document	10/31/2016 quarterly
G2.B2.S2.A1 🔑 A315160	Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for...	Shaffer, Natalie	8/1/2016	Schedule/Calendar, Facilitator/Coach, Protocols, Expected Outcomes	10/31/2016 quarterly
G1.MA1 🔑 M326666	We will monitor progress based on attendance data (>10% absences); OSS behavior data, number of...	Shaffer, Natalie	8/1/2016	Attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1 🔍 M326678	The following assessments and data points will be collected and analyzed during leadership team...	Williams, Julie	8/1/2016	Assessment data (iStation, iReady, LSA, FCAT Science, STAR Reading), changes to action plan based on data	5/31/2017 monthly
G1.B1.S1.MA1 🔍 M326658	Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.	Shaffer, Natalie	8/1/2016	Attendance/Behavior Data	5/31/2017 one-time
G1.B2.S1.MA1 🔍 M326662	Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.	Shaffer, Natalie	8/1/2016	Behavior Data, OSS Rates	5/31/2017 quarterly
G1.B2.S1.MA1 🔍 M326663	Utilize structured positive behavior support system (PBS) for 5th grade students.	Shaffer, Natalie	8/1/2016	PBS Plan, 5th Grade Meeting Minutes	5/31/2017 quarterly
G2.B1.S1.MA1 🔍 M326667	Leadership team will conduct weekly CWTs to measure impact of common planning on instructional...	Shaffer, Natalie	8/1/2016	CWT Data	5/31/2017 weekly
G2.B2.S1.MA1 🔍 M326672	Quarterly discussions with each teacher regarding the analysis of their data and action plans, as...	Williams, Julie	8/1/2016	Data Review Meeting Notes	5/31/2017 quarterly
G1.B1.S2.MA1 🔍 M326660	Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.	Williams, Julie	8/1/2016	Attendance/Behavior Data	5/31/2017 quarterly
G1.B2.S2.MA1 🔍 M326664	Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.	Carmody, Karen	8/1/2016	Behavior/Discipline Data	5/31/2017 quarterly
G1.B2.S2.MA1 🔍 M326665	Develop a structured positive behavior support system (PBS) for students in the ESE/EBD classrooms.	Carmody, Karen	8/1/2016	PBS Plan and Behavior Tracking Logs	5/31/2017 quarterly
G2.B1.S2.MA1 🔍 M326669	Leadership team will conduct weekly CWTs to measure impact of professional development/sharing of...	Shaffer, Natalie	8/1/2016	CWT Data	5/31/2017 weekly
G2.B2.S2.MA1 🔍 M326675	Review data reporting forms to ensure consistent reporting and analysis of data.	Carmody, Karen	8/1/2016	Data Reporting Forms, Collaborative Planning Minutes	5/31/2017 quarterly
G2.B2.S2.MA1 🔍 M326676	Create schedule of facilitators assigned to attend and support teachers during each common planning...	Williams, Julie	8/1/2016	Schedule of common planning meetings with facilitator assigned	5/31/2017 quarterly

V. Professional Development Opportunities

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

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

G2.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas

G2.B1.S2 We will implement a monthly structured professional development where identified teachers will share and model best practices and high-yield instructional strategies in all content areas to increase teacher knowledge in standards-based instruction.

PD Opportunity 1

Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.

Facilitator

TBD

Participants

All faculty

Schedule

Quarterly, from 8/1/2016 to 10/31/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly behavior/attendance data review meeting with leadership team.	$0.00
2	G1.B1.S2.A1	Decide what data is most imperative to review and analyze, and create a schedule with the data clerk for pulling the data so it can be analyzed by the leadership team.	$0.00
3	G1.B2.S1.A1	The 5th Grade Team will create and establish a structured positive behavior support system to be utilized across the grade level, which will include a review of best practices at other schools.	$0.00
4	G1.B2.S2.A1	The ESE/EBD Team will create and establish a structured positive behavior support system to be utilized within their classes and with administration and the ESE Specialist.	$0.00
5	G2.B1.S1.A1	Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning timeframes, and expected products for Wonderful Wednesday	$0.00
6	G2.B1.S2.A1	Create and establish a professional development structure and calendar, establish protocols, and expected outcomes.	$0.00
7	G2.B1.S2.A2	Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.	$0.00
8	G2.B2.S1.A1	Adjust data reporting/progress monitoring form by which teachers consolidate individual student grades and assessment information from all key data sources.	$0.00
9	G2.B2.S1.A2	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data review meeting with all teachers.	$0.00
10	G2.B2.S2.A1	Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for data review/intergration for collaborative time with each grade level.	$0.00
		Total:	$0.00