

Polk County Public Schools

Highlands Grove Elementary School



2016-17 Schoolwide Improvement Plan

Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

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	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Highlands Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

At Highlands Grove Elementary our goal is to provide engaging instruction to our students and ensure that every student will achieve measurable learning gains. I make a difference!

b. Provide the school's vision statement.

Highlands Grove Elementary believes that all children can learn and that all teachers can find ways for the students to learn. The mission of Highlands Grove Elementary is to enhance the development of the total child with a life-long love of learning. That they may become a contributing member of society and display an eagerness to learn by participating in an academically challenging environment for students, staff, parents and community.

2. School Environment

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

Teachers at Highlands Grove are either already certified or are becoming certified on strategies for teaching students who have English as a second language. These classes provide insights into the various cultures and traditions of our students so the teachers are aware and sensitive to the cultural differences. An alternate activity is provided for students who may not be able to participate in school wide programs due to religious or cultural beliefs.

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

Security is of the utmost importance at Highlands Grove. The campus is completely fenced. Gates are only open at arrival and dismissal times and they are monitored by school staff. Only students may enter the gates. Parents and other visitors have to check in to the office, have their licenses scanned and receive a visitors pass. Students receive a backpack tag to indicated how they get home, car rider, bus rider, kid care and staff monitor to be sure that students get on the correct bus. Car riders are not permitted to enter a car unless the parent had the proper car tag to pick them up. Car ramp and bus ramp are monitored in an orderly manner by school staff. Highlands Grove's school wide expectations are that students are responsible, respectful, really safe and ready to learn.

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.

Highlands Grove uses Positive Behavior Support as our school wide plan for behavior. The schools expectations are that students are respectful, responsible, really safe and ready to learn. The teachers are provided lesson plans and teach the students lessons on how these expectations are to be met in the classroom, on the sidewalk, cafeteria, bus ramp, etc. Students are rewarded with hero bucks for following the expectations. The school sponsors rewards for the students who meet them. The teachers are given a discipline flow chart that indicates strategies for dealing with minor or major infractions. The school has a PBS team that meets monthly to examine discipline data and offer

assistance and training to staff. Parents receive information about the PBS plan at the beginning of each 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.

Highlands Grove has a Problem Solving team that meets weekly to address students academic, social, emotional or behavior concerns. The team consists of ESE teachers, school counselor, school psychologist, school administration and teachers. Interventions are implemented and monitored. ESE teachers and the counselor offer social skills counseling. The school psychologist, counselor and social worker counsel individually with students and offer assistance to parents with community agency referrals. The school social worker will make home visits as needed to help with families who may need assistance. We also, have a mentoring program called Helping Heroes where students who need more support are matched with a staff member and use the check in check out system.

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.

There are several interventions that in place at Highlands Grove Elementary: Child Study Team, PBS team, and attendance committee. The child study team/attendance committee reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine next steps with students that are experiencing difficulty coming to school.

The PBS team looks at both academic and behavior data to determine areas of concern school wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where it is required.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	0	2	1	1	0	0	0	0	0	0	0	0	7
One or more suspensions	4	0	1	0	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	3	0	0	1	5	7	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	4	13	13	0	0	0	0	0	0	0	30

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	4	1	1	1	5	22	0	0	0	0	0	0	0	34

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

- * Increase communication regarding student absences.
- * Support from School Social Worker with home visits for students with excessive absences.
- * School messenger attendance messages
- *Monthly PBS Team Meetings.

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?

No

1. PIP Link

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

2. Description

Our school utilizes our PTO, weekly news video, teacher conferences and our School messenger. The parent portal is promoted for parents to keep informed of their child's progress between interim and report card dates. Parent nights and orientation day are planned for parents to become acquainted with their child's teacher and classroom. Evening student performances for parents encourage a positive relationship with families.

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.

The School Advisory Committee is a conduit that provides information for the community and the school that supports student achievement.

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
Henry, Ben	Principal
Uria, Erin	Assistant Principal
Athans, Courtney	Teacher, K-12
Brackman, Gina	Teacher, K-12
Franklin, Meagan	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.

The team members meet weekly and as needed to solve school issues and collaborate to review progress monitoring data. They review grade level and classroom level data to identify students who are meeting/exceeding benchmarks, or who are at moderate or high risk for not meeting benchmarks. They identify professional development and resources to facilitate instructional strategies to support learning.

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 leadership team works collaboratively to identify and align resources. A team approach is often used in hiring new staff members, working together to identify potential applicants and participate in team interviews. The team collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Resources are inventoried by grade level or in a central area by the assistant principal. The team collaborates to identify the best use of resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Benjamin Henry	Principal
Ben Henry	Education Support Employee
	Student
Eydie Hicks	Teacher
Meagan Franklin	Teacher
Gina Brackman	Teacher
Mercedes Fitzsimmons	Education Support Employee
Tom Darby	Parent
Emory Dant	Parent
Coy Lindsey	Parent
Dawn Malkowski	Parent
Brandi Phakousonh	Parent
Brad Rhoden	Parent
T J Graham	Parent
Karrie Shelnut	Parent
Jacki Short	Parent
Erin Uria	Principal
Heather Fish	Teacher
	Student

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

The SAC evaluates the effectiveness of last year's school improvement plan and makes suggestions for the current year plan.

b. Development of this school improvement plan

The SAC makes suggestions for the school improvement plan after reviewing school academic status.

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

The SAC reviews the budget, makes suggestions, and votes on the use of lottery funds.

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

Lottery funds were provided at the end of last year. The SAC voted to allocate the funds to the AR program and/or the after-school tutoring program.

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
Athans, Courtney	Teacher, K-12
Bennett, Mary	Teacher, K-12
Brackman, Gina	Teacher, K-12
Franklin, Meagan	Teacher, K-12
Henry, Ben	Assistant Principal
Northrop, Laura	Teacher, K-12
Uria, Erin	Principal

b. Duties

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

The LLT promotes literacy by analyzing data and providing professional development and resources for teachers. They met before teachers reported in August to analyze our school grade information and plan professional development for teacher preplanning days. They surveyed the staff for professional development and resource needs and plan monthly professional development accordingly.

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.

One way that Highlands Grove encourage positive working relationships with teachers is participation in Grade-Level Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Highlands Grove works with local colleges to place many high quality interns with our teachers, both in final internships and in field studies internships. We have hired and retained many interns who are very high quality. The administrators have gone on recruiting trips out of state to seek highly qualified candidates. New staff members work with their grade level teams in collaborative groups to ensure that they have the support needed to be successful.

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

New teachers are placed with veteran teachers who help support them through their first few years. Teachers are hired with the culture of their grade level in mind to ensure successful inclusion into our school staff.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and 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.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 120 minute reading block
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

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: 2,400

After school tutoring is provided for struggling students in math or reading.

Strategy Rationale

Extra time provided in very small group settings will provide support for struggling students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henry, Ben, benjamin.henry@polk-fl.net

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

We will collect ongoing assessment data using tests provided by our district, self-made assessments that align with the Florida standards. Test results will be analyzed to determine if adequate growth is being achieved.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.
- G2.** Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors
- G3.** Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

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. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. 1a

G087054

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	78.0
Math Gains	79.0
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, engage New York, and CPalms formative assessments .

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math materials, specifically the Intervention Kits, CPalms formative assessments and Engage New York,

Plan to Monitor Progress Toward G1. 8

We will review accountability sheets every 6 weeks to monitor progress of our lowest quartile

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

accountability sheets

G2. Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors **1a**

G087055

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal **3**

- Teacher training

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

- Being a Writer Writing program for primary students (K-2) that enhances collaborative, authentic writing and focuses on text engagement.

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

accountability sheet will be reviewed every 6 weeks

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

accountability sheet will be reviewed

G3. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. **1a**

G087056

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	68.0
FSA ELA Achievement	73.0
ELA/Reading Gains	60.0
Math Gains	78.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal **3**

- Funding for tutors

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

- District Support
- FSA State Assessment Data/ Local Assessment Data
- Common Grade Level Assessments
- Formative Assessment Data
- Classroom tutors for pull-out reading strategies sessions

Plan to Monitor Progress Toward G3. **8**

accountability sheet will be reviewed every six weeks to check for growth

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion


Progress monitoring accountability sheet

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. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. **1**

 G087054

G1.B1 Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, engage New York, and CPalms formative assessments. **2**

 B231406

G1.B1.S1 Lowest quartile math students' scores in district assessment and classroom assessments. Also, Math FSA scores will be analyzed at the end of the year. **4**

 S244175

Strategy Rationale

Lowest quartile math students' scores in district assessment and classroom assessments. Also, Math FSA scores will be analyzed at the end of the year.

Action Step 1 **5**

teachers will complete an accountability sheet to track certain math assessments

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

accountability sheet

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

Classroom observations, schedule checks

Person Responsible

Ben Henry

Schedule

On 5/26/2017

Evidence of Completion

classroom observation results, support personnel schedule checks, student data tracking forms

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

monitor ongoing assessments

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

student data tracking forms, ongoing assessment results

G2. Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors **1**

 G087055

G2.B1 Teacher training **2**

 B231407

G2.B1.S1 Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing scores **4**

 S244176

Strategy Rationale

Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing scores

Action Step 1 **5**

Training on new writing program (being a writer)

Person Responsible

Gina Brackman

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

monthly PLC will be held to train teachers on this new program.

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

Teachers will record their writing data on their accountability sheet

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

accountability sheet

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

monitor ongoing assessments

Person Responsible

Ben Henry

Schedule

On 5/26/2017

Evidence of Completion

student data tracking forms, ongoing assessment results

G3. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. 1

G087056

G3.B1 Funding for tutors 2

B231408

G3.B1.S1 Data will be gathered monthly to analyze Reading scores from district assessment and classroom assessments. 4

S244177

Strategy Rationale

To monitor progress towards our goal

Action Step 1 5

Progress monitoring

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

Teacher will complete an accountability spreadsheet

Person Responsible

Ben Henry

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

monitor ongoing assessments

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

student data tracking forms, ongoing assessment results

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.MA1 M327969	We will review accountability sheets every 6 weeks to monitor progress of our lowest quartile	Henry, Ben	8/22/2016	accountability sheets	5/26/2017 every-6-weeks
G2.MA1 M327972	accountability sheet will be reviewed every 6 weeks	Henry, Ben	8/22/2016	accountability sheet will be reviewed	5/26/2017 every-6-weeks
G3.MA1 M327975	accountability sheet will be reviewed every six weeks to check for growth	Henry, Ben	8/22/2016	Progress monitoring accountability sheet	5/26/2017 every-6-weeks
G1.B1.S1.MA1 M327967	monitor ongoing assessments		9/5/2016	student data tracking forms, ongoing assessment results	5/26/2017 one-time
G1.B1.S1.MA1 M327968	Classroom observations, schedule checks	Henry, Ben	9/5/2016	classroom observation results, support personnel schedule checks, student data tracking forms	5/26/2017 one-time
G1.B1.S1.A1 A316149	teachers will complete an accountability sheet to track certain math assessments	Henry, Ben	8/22/2016	accountability sheet	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M327970	monitor ongoing assessments	Henry, Ben	9/5/2016	student data tracking forms, ongoing assessment results	5/26/2017 one-time
G2.B1.S1.MA1 M327971	Teachers will record their writing data on their accountability sheet	Henry, Ben	8/22/2016	accountability sheet	5/26/2017 every-6-weeks
G2.B1.S1.A1 A316150	Training on new writing program (being a writer)	Brackman, Gina	8/29/2016	monthly PLC will be held to train teachers on this new program.	5/26/2017 monthly
G3.B1.S1.MA1 M327973	monitor ongoing assessments		9/5/2016	student data tracking forms, ongoing assessment results	5/26/2017 one-time
G3.B1.S1.MA1 M327974	Teacher will complete an accountability spreadsheet	Henry, Ben	8/22/2016		5/26/2017 every-6-weeks
G3.B1.S1.A1 A316151	Progress monitoring	Henry, Ben	8/22/2016		5/26/2017 every-6-weeks

V. Professional Development Opportunities

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

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	teachers will complete an accountability sheet to track certain math assessments	\$0.00
2	G2.B1.S1.A1	Training on new writing program (being a writer)	\$0.00
3	G3.B1.S1.A1	Progress monitoring	\$0.00
Total:			\$0.00