

Polk County Public Schools

Elbert Elementary School



2016-17 Schoolwide Improvement Plan

Elbert Elementary School

205 15TH ST NE, Winter Haven, FL 33881

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Elbert 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.

The mission of Elbert Elementary School is to ensure all students reach their highest academic potential through a consistent, pervasive, and rigorous curriculum that meets the needs of diverse learners.

b. Provide the school's vision statement.

The vision of Elbert Elementary School is to provide a school culture that includes a challenging curriculum that meets diverse learning styles in a safe and nurturing environment which will enable all students to become productive citizens of the twenty-first century.

2. School Environment

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

The entire instructional staff had Diversity training with Ernest Joe on August 23rd. All staff was trained on CHAMPS and is expected to implement the program school-wide.

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

Adults are on duty from 7:30 until the last child leaves campus. The principal, assistant principal or guidance counselor are positioned to welcome students as they come to school in the morning.

Consistent implementation and reinforcement of the behavioral expectations throughout the day. Teachers are expected to model and implement the CHAMPS program of positive reinforcement of appropriate behavior.

In the afternoon, multiple staff members are on duty to assist and supervise students as they dismiss.

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.

Schoolwide expectations are displayed across the school and systematically taught to the students. Teachers are reminded of expectations and the steps in the discipline system at the beginning of the year and reviewed midyear. In every disciplinary incident the involved teacher, student and family are informed of the Code of Conduct process.

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.

Adult and high school mentors are provided for those students, especially boys that have academic or behavioral problems. The guidance counselor also has a number of students who are on a "Check-in/Check-out" program with her on a daily basis.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in school or out of school.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	9	18	0	0	0	0	0	0	0	27

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	9	14	0	0	0	0	0	0	0	23

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

Title I Interventionist will provide intensive instruction in reading in a small group setting for students in grades 3 and 4 on a daily basis.

Those students not seen by the interventionist will have remediation provided by the child's general education teacher.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314173>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Administration and Faculty have purposely sought out relationships with churches and other business partners. These relationships have provided the students and families of the school with backpacks, school supplies, weekend meals, technology, and greatly reduced christmas gifts.

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
Dawson, William	Principal
Persaud, Kimberly	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.

The principal acts as the instructional leader to facilitate student achievement and is the facilitator of team decision making . The assistant principal assists the principal with data collection, curriculum and monitoring classroom effectiveness. The Literacy Coach helps allocate resources and makes decisions on student issues. The School Psychologists helps with analyzing data and shares insights into student achievement. The Guidance Counselor analyzes data and also shares insight into student achievement.

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 leadership team analyzes data throughout the year and makes decisions periodically as to extra support needed for certain groups. Examples of this would be before school, after school tutoring and In school tutoring with Title 1 staff. Support is given to classroom teachers based on student performance.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Paul Wasmund	Business/Community
Carol Bradley	Business/Community
Dan Pagenta	Business/Community
Bill Dawson	Principal
Tanita Cox	Parent
Dr. Ali Hamtaee	Business/Community
Ashley Merritt	Parent
Kevin & Amy Wright	Parent
Ashley Scanlon	Parent
Vireus Bertune	Parent
Wahneta Wester	Parent
Kristan Sheffield	Education Support Employee
Charlene Kirkland	Teacher
Stephanie Malkowski	Parent
Rick Miles	Business/Community
Eddie Twyford	Business/Community
Amaris Ramos	Parent
	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

After looking at the data the SAC Committee was satisfied that the school met the goals set forth in the school improvement plan.

b. Development of this school improvement plan

The SAC suggested areas in which to concentrate after looking at the data.

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

The SAC suggested areas in which to focus concentration of funds and planning after reviewing the data.

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

N/A

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
Dawson, William	Principal
Sheffield, Kristan	Teacher, K-12
Miller, Robin	Teacher, K-12
France, Jessica	Teacher, K-12
Jackson, Skyeler	Teacher, K-12
Scarbrough, Lynn	Teacher, K-12
Persaud, Kimberly	Assistant Principal

b. Duties

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

The LLT meets on a regular basis in order to promote literacy across the curriculum. The team outlines routines, protocols, roles and a statement of purpose for the school's literacy practices. School literacy team members also serve as liaison for staff and parent groups. The LLT utilizes the problem solving process to analyze assessment data in order to establish needs, plan instruction (differentiation), monitor student progress and form study groups to read about the most current literacy information.

Literacy must be taught across the core and by the core content teachers who help students understand the vocabulary and increase the comprehension of the text within their own disciplines.

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.

Teachers meet weekly with the administration and literacy coach to collaboratively plan and share best practices.

During this weekly team meeting teachers are encouraged to participate in the creation of a fully developed lesson plan that meets the complexity level of the standards being taught. Emphasis is placed on positive trajectory and rigorous instruction using new standards and county learning maps. Teachers then meet weekly as a grade level to further develop lesson plans.

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

Careful attention is dedicated to all resumes sent to the school. Highly qualified candidates are contacted and apprised of future employment opportunities. Retention and support of highly qualified personnel are demonstrated through the following:

- On-site orientation is provided for new personnel.
- Beginning teachers are assigned and matched to a mentor teach/coach.
- Feedback from evaluations is provided in a timely manner.
- Adequate supplies and materials are made available.
- The faculty handbook is reviewed during employee orientation.

- The beginning teacher program guidelines and timelines are implemented with fidelity.
- The Leadership Team supports new teachers through modeling and planning for instruction.

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

Teacher Induction Program Seminar (TIPS) – all teachers who are new to the district are required to attend TIPS. TIPS training includes instruction in the following topics:

- ? The Effective Teacher (Accomplished Practices)
- ? Classroom Management
- ? Lesson Planning, Sunshine State Standards, DOK, 5 E's
- ? ESE and ESOL Accommodations
- ? Ethics

Administration (principal and assistant principal) is responsible for the new teacher mentoring program at the school site to include the following:

- o Daily walk-through of new teacher classrooms with reflective feedback.
- o If a teacher is identified as low performing during classroom walk-throughs or by data analysis, the administrators will meet with the teacher to discuss areas of concern. The administrators will set specific goals for improvement with the teacher and set them up with the Title I Program Facilitator or teacher leader at their grade level for support. We will coordinate the opportunity for the low-performing teacher to observe a teacher leader with identified expertise in the specific instructional practices.
- o Timely feedback on all evaluation observations
- o Matching of a highly qualified teacher for peer observations
- o Training for effective teacher as a mentor teacher / coach
- o Support directed for suggested areas of improvement
- o Model lessons provided by Title I Program Facilitator for teachers who are identified in need of coaching as determined by progress monitoring tools and ongoing assessments.
- o Participation in district beginning teacher program, following suggested time-line and schedule and evaluations

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.

Teachers will collaboratively plan lessons and assessments in accordance with Florida Standards using the county learning maps. Elbert is also utilizing resources aligned with the Florida Standards such as Scholastic News, Reading Wonders Wonder Works, Accelerated Reader (AR) and extended practice and before and after school tutoring.

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.

Grades 3-5

FAIR data is used by the teachers to group students during the differentiated portion of the reading block. This data is also used to determine which students will receive Tier 2 or iii instruction.

Grades K-2

The information from the screening assessments in Reading Wonders and STAR Early Literacy recommended by the county will be used to group children by their instructional needs.

The leveled readers from Reading Wonders and lessons from FCRR are used with students during differentiated and iii instruction times.

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: Before School Program

Minutes added to school year: 3,000

At risk children maximize their school day by going directly to the computer labs to have computerized instruction desgned to address skill deficits.

Strategy Rationale

Children of poverty need more practice time they might not receive in their environment

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dawson, William, william.dawson@polk-fl.net

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

FAIR and FSA Data.

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.

Elbert Elementary hosts an annual Kindergarten Round-Up in which students and parents are invited to participate in a morning of engaging activities. Parent involvement funds from the Title I budget are used for funding the round-up. Parent awareness of school transition activities is made available from school newsletters, school marquee, and newspaper articles. Tours of the school and kindergarten classrooms are provided. Parents are provided with kindergarten readiness skills and parental involvement opportunities. Early screening, prior to the beginning of the school year is provided to assist teachers with data to prepare for the incoming kindergarten students. Kindergarten teachers assess students individually on letter and sound recognition, listening comprehension, phonemic awareness, and basic number sense. The assessments are used to determine student readiness and placement. During the first 30 days of school, kindergarten teachers administer the FLKRS assessment. Data from FLKRS will be used by kindergarten teachers and administration to determine readiness for school and to guide instruction. Parents are requested to provide feedback for suggestions to improve or expand the transition process. Elbert Elementary has one VPK and two Pre-K ESE classrooms on the campus site. The ESE Pre-K assists students who are developmentally delayed in acquiring readiness skills.

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.

Elbert uses the Great American Teach-In to foster awareness of the many career choices students might make. Each classroom generally has at least 3 speakers.

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To create a supportive environment.
- G2.** Data will show teachers provide instruction and assessment consistent with the complexity levels of the Florida Standards.

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. To create a supportive environment. 1a

 G087461

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	0.0

Targeted Barriers to Achieving the Goal 3

- The barriers at Elbert Elementary are high mobility, attendance issues, discipline and classroom management.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Interventionist
- CHAMPS/ PBS

Plan to Monitor Progress Toward G1. 8

Elbert administration will monitor attendance, discipline and classroom management

Person Responsible

William Dawson

Schedule

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

Evidence of Completion

Attendance, referrals and Teacher Evaluation Observations

G2. Data will show teachers provide instruction and assessment consistent with the complexity levels of the Florida Standards. 1a

G087462

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	66.0

Targeted Barriers to Achieving the Goal 3

- Time to process and evaluate both classroom and school wide data to drive instruction and increase achievement.
- Time to plan and pull resources to reteach and remediate students who have not mastered standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Interventionist
- Science Interventionist
- TLC Contacts in ELA, Math and Science
- Additional focused tutoring provided by Media Specialist

Plan to Monitor Progress Toward G2. 8

FAIR, IBTP, and STAR Assessments

Person Responsible

William Dawson

Schedule

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

Evidence of Completion

Minutes from SBLT and Weekly PD's with teachers showing that data has been analyzed and changes made to plan as needed.

Plan to Monitor Progress Toward G2. 8

Reading Wonders Weekly Assessments

Person Responsible

Kimberly Persaud

Schedule

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

Evidence of Completion

Data from the students weekly Reading Wonders Assessments

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. To create a supportive environment. **1**

 **G087461**

G1.B1 The barriers at Elbert Elementary are high mobility, attendance issues, discipline and classroom management. **2**

 **B232476**

G1.B1.S1 To create a supportive environment at Elbert Elementary for all students by utilizing PBS, CHAMPS, MTSS, attendance and discipline data reviews and Community/ Family Engagement. **4**

 **S245388**

Strategy Rationale

All students will learn in a given environment that promotes academic achievement in a supportive, caring and safe atmosphere.

Action Step 1 **5**

Monthly PBS activities, CHAMPS Training throughout year for all staff members, MTSS and discipline data reviews and academic nights for families.

Person Responsible

William Dawson

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

G2. Data will show teachers provide instruction and assessment consistent with the complexity levels of the Florida Standards. 1

 G087462

G2.B1 Time to process and evaluate both classroom and school wide data to drive instruction and increase achievement. 2

 B232477

G2.B1.S1 Teachers will collaboratively plan and make data driven decisions to meet the instructional needs of the students. 4

 S245389

Strategy Rationale

Allows administration and teachers to collaborate, investigate, challenge and support the growth targets for the upcoming year.

Action Step 1 5

Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.

Person Responsible

William Dawson

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

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

Administration will view notebooks and lesson plans

Person Responsible

Kimberly Persaud

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Grade level notebooks and lesson plans

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

Classroom walkthroughs, observations

Person Responsible

William Dawson

Schedule

On 6/3/2016

Evidence of Completion

Student work samples, assessment data

G2.B1.S2 Teachers will be identified and provided Tiered support in the following ways: Tiered 3 support for new teachers and teachers needing additional support. Tiered 2 teachers that need support in planning and delivery. Tiered 1 support for teachers that have been highly effective in maintaining students achievement and learning gains. 4

S245390

Strategy Rationale

Support will be differentiated between the teachers based on their need for support in planning and delivery of instruction.

Action Step 1 5

Teachers will discuss resources in grade level PLCs that meet the complexity levels of the standards. They will also determine appropriate assessments that demonstrate mastery of the standards.

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, classroom observations, lesson plans

Action Step 2 5

District math and science coaches will model 5 E Lessons in one classroom while all grade level team members observe.

Person Responsible

Kimberly Persaud

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheet

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

The leadership team will monitor scores on IBTP

Person Responsible

William Dawson

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Minutes from SBLT meetings showing that data has been analyzed and changes made to plan as needed

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

Observations of classroom instruction

Person Responsible

William Dawson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Journey entries

G2.B2 Time to plan and pull resources to reteach and remediate students who have not mastered standards. 2

 B232478

G2.B2.S1 Teachers will be provided time and guidance to look at CPALMS resources in math and science 4

 S245391

Strategy Rationale

Teachers reported that there are too many resources to have enough time to find appropriate ones.

Action Step 1 5

Teachers will be provided time and guidance to find CPALMS and Think Central resources for math

Person Responsible

Kimberly Persaud

Schedule

Evidence of Completion

sign-in sheets, lesson plans

Action Step 2 5

Teachers will be provided time and guidance to find CPALMS resources in science.

Person Responsible

Kimberly Persaud

Schedule

Evidence of Completion

sign-in sheets, lesson plans

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

Principal and AP will circulate to make sure that all grade levels are in CPALMS and planning.

Person Responsible

William Dawson

Schedule

Evidence of Completion

Principal will initial the sign-in sheets.

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

Principal and AP will monitor lesson plans to determine if activities are included

Person Responsible

William Dawson

Schedule

Evidence of Completion

Lesson plans and walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M330719	Principal and AP will monitor lesson plans to determine if activities are included	Dawson, William	10/14/2015	Lesson plans and walkthroughs	No End Date weekly
G2.B2.S1.MA1 M330720	Principal and AP will circulate to make sure that all grade levels are in CPALMS and planning.	Dawson, William	10/14/2015	Principal will initial the sign-in sheets.	No End Date one-time
G2.B2.S1.A1 A317687	Teachers will be provided time and guidance to find CPALMS and Think Central resources for math	Persaud, Kimberly	10/14/2015	sign-in sheets, lesson plans	No End Date one-time
G2.B2.S1.A2 A317688	Teachers will be provided time and guidance to find CPALMS resources in science.	Persaud, Kimberly	11/18/2015	sign-in sheets, lesson plans	No End Date one-time
G2.B1.S2.A2 A317686	District math and science coaches will model 5 E Lessons in one classroom while all grade level...	Persaud, Kimberly	9/14/2015	Sign-in sheet	10/30/2015 one-time
G2.B1.S1.MA1 M330715	Classroom walkthroughs, observations	Dawson, William	8/24/2015	Student work samples, assessment data	6/3/2016 one-time
G2.B1.S1.MA1 M330716	Administration will view notebooks and lesson plans	Persaud, Kimberly	8/24/2015	Grade level notebooks and lesson plans	6/3/2016 biweekly
G2.B1.S2.MA1 M330717	Observations of classroom instruction	Dawson, William	8/24/2015	Journey entries	6/3/2016 weekly
G2.B1.S1.A1 A317684	Teachers will meet weekly in the grade chair's room to look at new standards and county learning...	Dawson, William	8/24/2015		6/10/2016 weekly
G2.B1.S2.MA1 M330718	The leadership team will monitor scores on IBTP	Dawson, William	9/7/2015	Minutes from SBLT meetings showing that data has been analyzed and changes made to plan as needed	6/10/2016 monthly
G2.B1.S2.A1 A317685	Teachers will discuss resources in grade level PLCs that meet the complexity levels of the...		8/24/2015	Sign-in sheets, classroom observations, lesson plans	6/10/2016 weekly
G1.B1.S1.A1 A317683	Monthly PBS activities, CHAMPS Training throughout year for all staff members, MTSS and discipline...	Dawson, William	8/15/2016		6/1/2017 monthly
G1.MA1 M330714	Elbert administration will monitor attendance, discipline and classroom management	Dawson, William	8/15/2016	Attendance, referrals and Teacher Evaluation Observations	6/2/2017 weekly
G2.MA1 M330721	FAIR, IBTP, and STAR Assessments	Dawson, William	8/15/2016	Minutes from SBLT and Weekly PD's with teachers showing that data has been analyzed and changes made to plan as needed.	6/2/2017 triannually
G2.MA2 M330722	Reading Wonders Weekly Assessments	Persaud, Kimberly	9/6/2016	Data from the students weekly Reading Wonders Assessments	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Data will show teachers provide instruction and assessment consistent with the complexity levels of the Florida Standards.

G2.B1 Time to process and evaluate both classroom and school wide data to drive instruction and increase achievement.

G2.B1.S1 Teachers will collaboratively plan and make data driven decisions to meet the instructional needs of the students.

PD Opportunity 1

Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.

Facilitator

Jessica France

Participants

All classroom teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G2.B2 Time to plan and pull resources to reteach and remediate students who have not mastered standards.

G2.B2.S1 Teachers will be provided time and guidance to look at CPALMS resources in math and science

PD Opportunity 1

Teachers will be provided time and guidance to find CPALMS and Think Central resources for math

Facilitator

Jessica France

Participants

all classroom teachers

Schedule

PD Opportunity 2

Teachers will be provided time and guidance to find CPALMS resources in science.

Facilitator

Skyeler Jackson

Participants

All classroom teachers

Schedule

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	Monthly PBS activities, CHAMPS Training throughout year for all staff members, MTSS and discipline data reviews and academic nights for families.				\$0.00
2	G2.B1.S1.A1	Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Elbert Elementary School	Other	0.0	\$0.00
Notes: Notes						
3	G2.B1.S2.A1	Teachers will discuss resources in grade level PLCs that meet the complexity levels of the standards. They will also determine appropriate assessments that demonstrate mastery of the standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Elbert Elementary School	Other	0.0	\$0.00
Notes: Notes						
4	G2.B1.S2.A2	District math and science coaches will model 5 E Lessons in one classroom while all grade level team members observe.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Elbert Elementary School	Other	0.0	\$0.00
Notes: Notes						
5	G2.B2.S1.A1	Teachers will be provided time and guidance to find CPALMS and Think Central resources for math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Elbert Elementary School	Other	0.0	\$0.00
Notes: Notes						
6	G2.B2.S1.A2	Teachers will be provided time and guidance to find CPALMS resources in science.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Elbert Elementary School	Other	0.0	\$0.00
Notes: Notes						

Polk - 0591 - Elbert Elementary School - 2016-17 SIP
Elbert Elementary School

Total:	\$0.00
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