

Polk County Public Schools

Southwest Elementary School



2016-17 Schoolwide Improvement Plan

Southwest Elementary School

2650 SOUTHWEST AVE, Lakeland, FL 33803

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

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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

Southwest Elementary will nurture academic excellence and integrity by promoting a passion for learning in a safe environment while providing a high quality education for all students.

b. Provide the school's vision statement.

Anchored In Learning- Whatever It Takes!

2. School Environment

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

Our teachers learn about students' cultures and build relationships by marrying our PBS and CHAMPS programs, Title One Parent Involvement Activities, general professional development, and by conducting themselves in a manner reflective of the Florida Educator Code of Ethics. At the beginning of the year, teachers and staff are trained in proper volunteer and family communication protocols. Furthermore, teachers are available to meet families in settings such as Orientation, Open House, Academic Family Nights, and more casual interactions such as local restaurant "spirit nights."

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

Through constant monitoring of safety, to welcoming activities, students are respected and cared for at all times. All staff members will receive professional development again this year on identifying and reporting bullying. While Southwest Elementary has a low incident rate of bullying and violence in general, we will stay vigilant in our efforts to maintain a safe campus and promote tolerance and peace. Morning student produced TV and strategically placed CHAMPS posters help students have a clear understanding of the issues surrounding bullying and the consequences of such actions. A beginning of the year conference with bus drivers ensures administration that consistent rules are followed as students ride to and from school. Our guidance counselor will deliver in-class lessons on topics as needed. Anger management groups and individual behavioral support sessions are provided by the guidance counselor. Conflict Resolution opportunities are encouraged and are available at any time.

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.

Our formal PBS program highlights a school-wide initiative to reduce discipline, build character and raise achievement through positive, intrinsic motivation. A conduct pledge is recited each morning after the pledge of allegiance. The conduct pledge is as follows:

As a valuable member of Southwest Elementary
I pledge to be responsible for my actions
To stay focused on my work
To obey my teachers

To treat everyone with respect and follow the rules of my school.
Spurs are: productive, understanding, respectful, and safe.

Students have the opportunity to earn their "spurs" everyday as they demonstrate behavior expectations. Students may also earn "spur bucks" for exemplary demonstration of behavior expectations. In the event there is a lack of adherence to the rules, students may receive a phone call home, infraction form, or as a last resort an office discipline referral. If an ODR is required, the assistant principal and/or principal will then follow the Polk County Student Code of Conduct.

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.

Southwest Elementary ensures the social-emotional needs of all students through the implementation of our PBS program. Our guidance counselor will oversee this program with the support of the school-based leadership team, MTSS Committee, and all staff members. We also have a district assigned school psychologist, social worker, mental health counselor, as well as other "as needed" district staff who can help with students with temporary or crisis level needs.

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.

Through our district level, LIIS system, we have EWS indicators in place in electronic database formats. The system can be accessed daily, and a monthly "bird eye" view report is sent to principals.

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	21	2	11	13	10	20	0	0	0	0	0	0	0	77
One or more suspensions	3	2	4	6	6	10	0	0	0	0	0	0	0	31
Course failure in ELA or Math	4	9	3	0	0	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	7	11	23	0	0	0	0	0	0	0	41

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	2	2	4	6	5	8	0	0	0	0	0	0	0	27

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

Attendance: Students with attendance below 90 percent are first contacted by the teacher/parent communication policies established. Next, if problems continue, the teacher notifies our attendance manager who then reaches out to the family for support. Social services are followed up as needed, if the family is experiencing difficulties that result in the child's lack of regular attendance. If lack of

attendance is a motivational concern, the MTSS committee explores ideas for the individual child to motivate and encourage regular attendance. Horrace Mann has partnered with the school to promote student attendance. Horrace Mann has donated two bikes to utilize as student incentives for improved attendance rates.

One or more suspensions: Student who are being suspended, are studied through our MTSS team in relation to PBS. Tier 2 and Tier 3 processes are established as needed and on an individual basis. Cafeteria routines will be established during the first weeks of school, as well as extra personnel on duty, to minimize disruptive behavior.

Course Failure in ELA or Math and/or Level 1: Students who are not successfully completing core academics are identified by our MTSS processes. Tier 2 support is provided as needed. The intervention is implemented with fidelity, tracked, and discussed at intervals with the MTSS team. If additional support is needed, Tier 3 processes are put in place based on the child's individual need.

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/306267>.

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.

Southwest builds and sustains partnerships with the local community through the involvement in SAC. As a governing membership body of the school, parents, staff, and community members have an opportunity to work closely with the school on many levels.

Furthermore, partnerships are established with businesses to support the school on many levels. From PBS incentives, grounds maintenance to help our school look more welcoming, and donations, local businesses support our school on a variety of levels. However, Southwest attempts to also give back to our community. Through participation in art museum showings, creating quilts for veterans, and organizing recycling events, we also attempt to teach our students to be good community members. Partnerships with Southwest are definitely a reciprocal relationship.

the PTO strives to build a strong partnership between home and school.

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
sloan, julie	Principal
Foster, Kerri	Assistant Principal
Longstreet, Dee	Teacher, K-12
Cayer, Jennifer	Teacher, K-12
Lawton, Kyle	Instructional Technology

b. Duties

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

The following is a list of the leadership team. Each person shares insights, analyzes data, communicates information, and assists in the problem-solving process through the lens of his/her professional responsibilities and experiences.

Julie Sloan– Principal, Kerri Foster - Assistant Principal, Heather Walters –Kindergarten, Donna Adams – 1st , Coral Holcomb 2nd, Lisa Jensen- 3rd, Kim Lefebvre- 4th, Brenda Mathewson- 5th, Ashley Smith – Reading Interventionist,TBD – ESE/Guidance Counselor, Dee Longstreet-5th, Stacy Rodenberry-5th

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 will meet at least once per month (or more frequently as needed) to problem solve using school-wide academic and behavioral data. The focus of the team is on evaluating effectiveness of programs, grade levels, and determining what is working in our school.

Through the CIM (especially steps 6, 7, 8) the leadership team seeks to maximize student outcomes through the responsible use of funds (state, local, and federal), services, and programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Sloan	Principal
Rachel McCall	Parent
Eileen Sutton	Parent
Carsha Williams	Student
Claudine Humber	Parent
Betty Fitzgerald	Business/Community
Jesenia Matos	Education Support Employee
Laquita Looney	Parent
Judith Davis	Education Support Employee
Katherine Fernandez	Education Support Employee
Tania Maldonado	Education Support Employee

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

SAC members review previous year school improvement plans, engage in discussions of problem solving and continuous improvement, and provide feedback during meetings for how well plans were implemented and steps for moving forward.

b. Development of this school improvement plan

SAC will provide insights and suggestions for contributing to the goals of the SIP.

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

SAC will provide insights, give suggestions for contributing to the budget, and approve the final budget and School Improvement Plan.

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

If SAC discretionary funds are allocated, they will be used for Instructional Supplies, Supplemental Tutoring, and Technology.

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
sloan, julie	Principal
Smith, Ashley	Teacher, K-12
Foster, Kerri	Assistant Principal
Cayer, Jennifer	Teacher, K-12
Roddenberry, Stacey	Teacher, K-12

b. Duties

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

The major initiatives for 2016-17 will be to provide training on high-yield strategies and increased text complexity that leads to improved reading and comprehension skills. Our school is also focusing on reviewing the effective strategies we have implemented over the last four years in order to refine and improve our instructional methods. This year there will be a focus on using the updated curriculum maps to reinforce areas of concern after assessing the weekly assessment using the if/then strategies related to the following areas: Comprehension, Phonemic Awareness, Phonics/Structural Analysis/HFW, and Fluency.

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 a minimum of twice per week to plan collaboratively, analyze data, and reflect on their instruction. In a more formal setting, this process is facilitated by the principal or the literacy coach. As groups solidify their professional practices, autonomy takes over and teachers truly begin to function as a professional learning community. Supporting teacher work is highly important to the leadership team at Southwest. Teachers also have the opportunity to work in subject area vertical teams, committees, and self-selected study groups. Being life long learners is a passion of the staff of SWE.

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

1. RHS Recruitment System is utilized to screen for highly qualified and certified instructional and non-instructional staff. This system is maintained by the HR Department and is used at the school level by Julie Sloan and Kerri Foster to search for applicants when a vacancy occurs.
2. Part of retaining our staff requires us to maintain a professional environment that relies heavily on strong relationships, common goals, and the mutual benefits of professional learning communities. Julie Sloan, Kerri Foster and the entire leadership team work to ensure that our teachers feel supported.

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

All of the instructors at Southwest have completed their initial educator preparation program and any additional mentoring programs. With our two first year teachers, they will be supported by our leadership team, the grade level chair, and/or additional teachers based on the new teacher's needs.

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 collaborative planning, lesson plan feedback, classroom observations/walkthroughs with feedback, work sample examination, and vertical unpacking of standards, Southwest ensures that its instructional programs are aligned to the Florida standards. Materials are also purchased only via the district's "PURE" process in order to ensure their alignment with 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.

Data is analyzed by individual student in order to differentiate instruction within Tier 1, Tier 2, and Tier 3 processes. Students are also provided additional opportunities for enrichment and remediation/previewing through after school extended learning. For example, if data and teacher observations indicate that a student could benefit from enrichment, then he/she is provided that opportunity. Also, if a student is struggling, he/she may be provided additional support through targeted extended day opportunities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,000

Students in 3rd-5th grade will receive additional instruction in reading comprehension. Twice per week, 50 minutes each session, 10 week session, twice per year. Four groups of no more than 8 students per group.

Strategy Rationale

Improve individualized instruction in core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

sloan, julie, julie.sloan@polk-fl.net

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

Ongoing progress monitoring data from quarterly assessments, weekly teacher assessments, and formative 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.

The administrative team monitors Southwest's kindergarten transition activities. Kindergarten Round-Up is held each year with kindergarten teachers playing an important role in the process by providing exciting activities for participants. An invitational atmosphere is created for both students and parents. During the Round-Up, parents are given information about our kindergarten curriculum, routine and available staff support. When appropriate, referrals are made for readiness programs such as Head Start. Local community Pre K programs are notified in advance and fliers are given out to encourage participation. Our school's operating budget and Title I funds are used to supply materials for our kindergarten transition program. FLKRS is used in kindergarten to assess student needs. Observation and reading readiness assessments are administered by the teachers to determine skill levels and establish learning starting points. The guidance counselor is available, as needed, to observe behaviors and assess student behavioral patterns.

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.

The areas that Southwest Elementary need to focus on order to improve is Proficiency in Science, Learning Gains in Math and ELA, and Learning Gains for ELA and Math for the bottom 25th percentile.

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.

To improve scores we have hired highly qualified teachers for the classrooms in grades 3-5. We have also hired interventionist for Reading and have push in support for math. We have also changed staff to have a highly qualified teacher now supporting the third through fifth grade teachers with the bottom 25th percentile.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers and staff will promote and build positive relationships with all students.
- G2.** While aligning text complexity and questioning, teachers will work collaboratively to ensure lessons meet the full intent of the standard.

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. Teachers and staff will promote and build positive relationships with all students. 1a

 G087502

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	195.0

Targeted Barriers to Achieving the Goal 3

- Teachers require additional strategies to monitor and manage classroom behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS

Plan to Monitor Progress Toward G1. 8

Bimonthly analyzing and reviewing of discipline data by the leadership team.

Person Responsible

Kerri Foster

Schedule

On 6/8/2017

Evidence of Completion

Discipline Reports

G2. While aligning text complexity and questioning, teachers will work collaboratively to ensure lessons meet the full intent of the standard. 1a

G087503

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	30.0

Targeted Barriers to Achieving the Goal 3

- Teaching to the depth of the standard.
- New dynamics to grade levels teams.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- District Progress Monitoring Folder
- District Reading and Math Coach
- Curriculum Maps and modules

Plan to Monitor Progress Toward G2. 8

District progress monitoring assessments
FSA scores

Person Responsible

julie sloan

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Scores on District progress monitoring assessments. Effective instruction after modeling. Teachers will implement best practices that were modeled throughout their own instructional teaching that are observed on walkthroughs. Evaluation of the lesson plans/walkthroughs. Lesson plans will be monitored on a weekly basis for implementation of best practices (ie: gradual release in ELA and 5E in math and science)

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. Teachers and staff will promote and build positive relationships with all students. **1**

 G087502

G1.B1 Teachers require additional strategies to monitor and manage classroom behaviors. **2**

 B232603

G1.B1.S1 Provide professional development on CHAMPing activities, transitions, and other school wide expectations, around school wide expectations and use of effective strategies. Also professional development around classroom management plan by understanding STOIC, Corrective Procedures, etc.

4

 S245515

Strategy Rationale

Inconsistent procedures and implementation of PBS program as well as classroom managed versus office managed behaviors.

Action Step 1 **5**

Professional Development

Person Responsible

Kerri Foster

Schedule

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

Evidence of Completion

Teachers will have evidence of CHAMPS strategies as seen during classroom walkthroughs.

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

Continued support with implementation and feedback

Person Responsible

julie sloan

Schedule

On 6/8/2017

Evidence of Completion

Domain 3 in journey

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

Discipline Reports will be view and analyzed by the leadership team.

Person Responsible

Kerri Foster


Schedule

Biweekly, from 8/29/2016 to 6/8/2017


Evidence of Completion

Decreased number of referrals, Discipline Reports from Genesis


G2. While aligning text complexity and questioning, teachers will work collaboratively to ensure lessons meet the full intent of the standard. 1

 G087503

G2.B1 Teaching to the depth of the standard. 2

 B232604

G2.B1.S1 Focus on Collaborative Planning with Administration and Reading Coach. 4

 S245516

Strategy Rationale

In order to make sure teachers are understanding the full intent of the new Florida Standards.

Action Step 1 5

Meet weekly with grade levels to focus on teaching to the full intent of the standard with Reading Coach or Administrators.

Person Responsible

julie sloan

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

lesson plans and observations

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

Lesson plans, student products, and progress monitoring scores.

Person Responsible

Schedule

Weekly, from 9/3/2016 to 5/26/2017

Evidence of Completion

Student weekly assessments, unit assessments, student work samples

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

progress monitoring data related to the targeted area of need (ie: phonics, fluency) on a weekly basis

Person Responsible

Kerri Foster

Schedule

Monthly, from 9/8/2016 to 5/26/2017

Evidence of Completion

MTSS data brought by teachers to data chats including information on tier two and tier three interventions and and progress monitoring data including FAIR, IBTP, FSA, writing, mid-year assessments, module assessments, etc.

G2.B1.S2 Aligning questioning to the full intent of the standard 4

 S245517

Strategy Rationale

Teachers must plan questioning and text complexity to the full intent of the standard.

Action Step 1 5

Teachers will be trained and practice writing HOT questions

Person Responsible

Ashley Smith

Schedule

Every 3 Weeks, from 10/1/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

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

Teacher lesson plans and observations

Person Responsible

julie sloan

Schedule

Weekly, from 9/3/2016 to 5/26/2017

Evidence of Completion

Monitoring of HOT questions pre-planned and documented on lesson plans. Planned HOT questions will be posed to students throughout instruction whether they are verbal or written - this will be noted in walkthroughs and student work samples.

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

progress monitoring data and lesson plans

Person Responsible

julie sloan

Schedule

Weekly, from 9/3/2016 to 5/26/2017

Evidence of Completion

Analyzing progress monitoring data such as the students ability to answer HOT questions on weekly assessments is increasing and lesson plans included planned HOT questions related to the text with expected responses

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.MA1 M330983	progress monitoring data related to the targeted area of need (ie: phonics, fluency) on a weekly...	Foster, Kerri	9/8/2016	MTSS data brought by teachers to data chats including information on tier two and tier three interventions and progress monitoring data including FAIR, IBTP, FSA, writing, mid-year assessments, module assessments, etc.	5/26/2017 monthly
G2.B1.S1.MA1 M330984	Lesson plans, student products, and progress monitoring scores.		9/3/2016	Student weekly assessments, unit assessments, student work samples	5/26/2017 weekly
G2.B1.S1.A1 A317875	Meet weekly with grade levels to focus on teaching to the full intent of the standard with Reading...	sloan, julie	9/6/2016	lesson plans and observations	5/26/2017 weekly
G2.B1.S2.MA1 M330985	progress monitoring data and lesson plans	sloan, julie	9/3/2016	Analyzing progress monitoring data such as the students ability to answer HOT questions on weekly assessments is increasing and lesson plans included planned HOT questions related to the text with expected responses	5/26/2017 weekly
G2.B1.S2.MA1 M330986	Teacher lesson plans and observations	sloan, julie	9/3/2016	Monitoring of HOT questions pre-planned and documented on lesson plans. Planned HOT questions will be posed to students throughout instruction whether they are verbal or written - this will be noted in walkthroughs and student work samples.	5/26/2017 weekly
G2.B1.S2.A1 A317876	Teachers will be trained and practice writing HOT questions	Smith, Ashley	10/1/2016	Lesson Plans	5/26/2017 every-3-weeks
G1.MA1 M330982	Bimonthly analyzing and reviewing of discipline data by the leadership team.	Foster, Kerri	8/29/2016	Discipline Reports	6/8/2017 one-time
G1.B1.S1.MA1 M330980	Discipline Reports will be view and analyzed by the leadership team.	Foster, Kerri	8/29/2016	Decreased number of referrals, Discipline Reports from Genesis	6/8/2017 biweekly
G1.B1.S1.MA1 M330981	Continued support with implementation and feedback	sloan, julie	8/15/2016	Domain 3 in journey	6/8/2017 one-time
G1.B1.S1.A1 A317874	Professional Development	Foster, Kerri	8/8/2016	Teachers will have evidence of CHAMPS strategies as seen during classroom walkthroughs.	6/8/2017 monthly
G2.MA1 M330987	District progress monitoring assessments FSA scores	sloan, julie	8/29/2016	Scores on District progress monitoring assessments. Effective instruction after modeling. Teachers will implement best practices that were modeled throughout their own instructional teaching that are observed on walkthroughs. Evaluation of the lesson plans/walkthroughs. Lesson plans will be monitored on a weekly basis for implementation of best practices (ie: gradual release in ELA and 5E in math and science)	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. Teachers and staff will promote and build positive relationships with all students.

G1.B1 Teachers require additional strategies to monitor and manage classroom behaviors.

G1.B1.S1 Provide professional development on CHAMPing activities, transitions, and other school wide expectations, around school wide expectations and use of effective strategies. Also professional development around classroom management plan by understanding STOIC, Corrective Procedures, etc.

PD Opportunity 1

Professional Development

Facilitator

Kerri Foster/Donna Adams

Participants

All Staff

Schedule

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

G2. While aligning text complexity and questioning, teachers will work collaboratively to ensure lessons meet the full intent of the standard.

G2.B1 Teaching to the depth of the standard.

G2.B1.S1 Focus on Collaborative Planning with Administration and Reading Coach.

PD Opportunity 1

Meet weekly with grade levels to focus on teaching to the full intent of the standard with Reading Coach or Administrators.

Facilitator

Ashley Smith

Participants

all teachers

Schedule

Weekly, from 9/6/2016 to 5/26/2017

G2.B1.S2 Aligning questioning to the full intent of the standard

PD Opportunity 1

Teachers will be trained and practice writing HOT questions

Facilitator

Adminstation/Ashley Smith

Participants

all teachers

Schedule

Every 3 Weeks, from 10/1/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development	\$0.00
2	G2.B1.S1.A1	Meet weekly with grade levels to focus on teaching to the full intent of the standard with Reading Coach or Administrators.	\$0.00
3	G2.B1.S2.A1	Teachers will be trained and practice writing HOT questions	\$0.00
Total:			\$0.00