

Marion County Public Schools

# Anthony Elementary School



2017-18 Schoolwide Improvement Plan

## Anthony Elementary School

9501 NE JACKSONVILLE RD, Anthony, FL 32617

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	D

*\*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 Marion 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
<b>8-Step Planning and Problem Solving Implementation</b>	<b>14</b>
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>24</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Anthony Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

"Empowering students to strive for excellence while reaching their fullest potential."

##### b. Provide the school's vision statement.

We are committed to partnering together in order for our students to become successful lifelong learners.

#### 2. School Environment

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

At the end of each school year, all teachers create student information cards that provide specific individual data on individual students, as well as a section for notes on each child related to proficiency, discipline, medical, etc. This information is used in the creation of scheduling students for the following school year. At the beginning of each new year, the new teachers receive the information in order to plan for the year.

During the first couple weeks of school, teachers will have their students participate in class and team building activities while teaching procedures and expectations. Teachers are also required to make positive phone calls for every student in their class to begin the school year on a positive note.

During the month of Sept., we will hold a Title I informational meeting prior to our Open House event, where we invite anyone and everyone to join SAC and PTO. The Open House event allows for 3 separate sessions for teachers to present classroom information to the parents about school, class, and grade level expectations.

During each month there are scheduled PTO and SAC meetings inviting parents and the community to learn more about our school. Teachers are also available for parent conferences throughout the year.

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

All students are greeted by staff members as they step on campus. Whether a student is a walker, a car rider, extended day, or a bus rider, a staff member acknowledges their presence on campus. Staff members are visible throughout the campus on a regular basis. Students are able to approach a staff member at any time if they feel threatened, need assistance, or just want to talk. When students are dismissed for the day, staff members are also visible at all exit points on the campus to help students safely exit the campus. In addition, the leadership team can be seen in the cafeteria, hallways, breezeways, and classrooms on a daily basis. The school has an open line of communication between the students, the faculty, and the staff.

##### 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 school has implemented PBS as our Tier 1 behavior system. All staff members were trained during the month of August 2017 on our school PBS model. The rules and expectations of the school were reviewed. A PBS committee has been established and is led by the Dean of discipline. This committee meets on a monthly basis to review the school wide implementation of PBS. Using a token economy, students can earn Thoroughbred Bucks throughout the school day that can be cashed in for various items and activities.

During the first week of school students were reminded of the rules and expectations of the school. All students participated in a PBS boot camp that went over the expectations for various areas on campus. The students receive thoroughbred bucks from various staff members for following the school wide expectations.

Teachers are expected to implement our Tier 1 behavior plan to fidelity. If a disciplinary need arises, our dean can be contacted. Teachers are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns.

**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.**

Our school has a Guidance Counselor that works closely as our Parent Liaison to assist students and families in need. The district provides a Synergy team composed of our School Psychologist, School Social Worker, and Behavior Specialist that also support all of the differing needs of our families. The School Leadership team meets weekly as a problem solving team, to discuss varying needs of groups of students, as well as individual students. Based on needs, the group will determine how best to assist students and families.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Early Warning System Indicators include: Attendance Below 90%; one or more suspensions; course failures; Level 1 on statewide assessment (FCAT) in Reading and/or Math.

**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	4	6	8	6	8	0	0	0	0	0	0	0	35
One or more suspensions	2	3	2	4	5	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	6	9	15	5	8	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

**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	1	2	3	2	3	6	0	0	0	0	0	0	0	17	

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

For students exhibiting 2 or more early warning indicators, the Leadership team watches these students closely. If attendance is an issue, the Guidance Counselor and School Social Worker intervene to work with the family to try and ensure the attendance improves. For students exhibiting course failures, or who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary academic interventions. In the case of students with warning indicators related to discipline and suspensions, SAT members will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/438309>.

**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.**

We are currently inviting as many parents and community members to our SAC meetings that will attend. We utilize our Orientation and Open House events to promote parent involvement at the beginning of the year to get the parents there. We are offering an FSA parent training night to inform and educate parent of 3rd - 5th graders of the standards and expectations for the test, and what we are doing to support the students. We hold 4 different Award's Day Ceremonies as a way to celebrate student success that all parents are invited to attend. As an elementary school that is part of the 21st CCLC grant, we will also hold monthly Parent Involvement events. Some of these include a STEM Science Night, as well as 21st Century Gallery Walks where parents can come in during lunch time and view projects and STEM based work that is done by the students attending our 21st CCLC after school program.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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



Name	Title
Coy, Lisa	Principal
McAdams, Kristen	Instructional Coach
Bradshaw, Sandra	School Counselor
Biela, Charlotte	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 School Leadership Team consists of the Principal, Assistant Principal, Content Area Literacy Specialist, Content Area Math Specialist, Content Area Science Specialist and School Counselor. We meet once per week reviewing school-wide data to determine on-going needs of our school. The Principal monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The assistant principal also monitors overall student achievement focusing in on our Level 3 and above students, ensuring their enrichment needs are appropriate. The Literacy specialist is focusing on the data from reading instruction, reading assessments, and reading interventions. The Math specialist focuses on our math needs and the math data from interventions to determine changes throughout the year. The Science specialist zooms in on science data. The Guidance Counselor monitors attendance.

### **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.**

All teachers and instructional para-professionals utilize their time working with students during student time on campus, with the exception of one 30 minute block per day for teachers that is devoted to instructional planning. Instructional para-professionals have had extensive training this year with research based reading interventions that are being implemented on a daily basis. These interventions range from 30 to 45 minutes 3X per week depending on the needs of the students. Title I funds are used to purchase 3 additional para-professionals to work with students on various intervention strategies.

Leadership meetings occur on Monday of each week to monitor programs and other school-wide data.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lisa Coy	Principal
Lillian Hernandez	Education Support Employee
Dalaree Nasworth	Education Support Employee
Melissa Novoa	Teacher
Barbara Smith	Education Support Employee
Kathy White	Parent

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The SAC approved last year's SIP unanimously. The School Improvement Plan was presented to the SAC committee section by section. All members were given time to ask questions and provide valuable feedback.

#### *b. Development of this school improvement plan*

The SAC assists with the SIP through reviewing school-wide data and helping to making decisions to improve student achievement for all students. All committee members are encouraged to ask questions and give feedback.

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

The principal prepares the annual budget and presents it to the SAC committee.

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

We did not receive School improvement funds last school year.

### **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
Coy, Lisa	Principal
Bradshaw, Sandra	School Counselor
Ross, Bobette	Instructional Media
Novoa, Melissa	Teacher, K-12
Blackson, Dorothy	Teacher, K-12
McAdams, Kristen	Instructional Coach
Biela, Charlotte	Assistant Principal

## b. Duties

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

The LLT meets once monthly and we analyze data from core instruction, assessments, and interventions to determine needs. We also discuss the AR program to determine the best use to promote reading and literacy.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Anthony Elementary requires Professional Learning Community (PLC) sessions weekly. PLCs provide an avenue for fostering positive working relationships and collaboration between teachers. Anthony Elementary also offers collaborative planning days (for all grade levels) quarterly. The planning days give teachers time to plan, review data, and further foster positive relationships.

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

Retaining and recruiting are a constant goal for Anthony Elementary. During the screening process we look for Highly Qualified and in-field candidates before interviewing and do our best to not hire anyone out of field.

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

We provide appropriate grade level mentors to new teachers. The mentors provide curriculum support as well as assistance with school culture, etc. We also have Professional Learning Communities for each grade level to assist with teaching techniques, using data, problem solving, and instructional procedures. The principal and assistant principal meet with the new staff members monthly throughout the school year.

## 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.***

Anthony Elementary assures that all teachers are following the district curriculum maps, district testing guidelines, and use district approved materials. Classroom walk-throughs are done frequently to assure fidelity. Teachers receive regular trainings to assure that they understand the Florida Standards and that the core instructional programs are indeed aligned 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.***

Anthony Elementary requires weekly Professional Learning Community (PLC) meetings. At these meetings, teachers review data and determine instructional plans based on classroom data. After data review, teachers plan activities that meet the needs of every student. This is done through differentiated instruction. Differentiated instruction usually occurs during small group activities, often during center time. For example, advanced level students might be working on a research project. Struggling students may participate in activities that specifically address their deficiencies.

**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:** 26,000

Our school was approved for the 21st Century Community Learning Center Grant which allows for the addition of 2 additional academic and 1 enrichment type project based lesson per day for 100 students.

**Strategy Rationale**

Providing motivating, project based STEM lessons to our at risk students will increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Novoa, Melissa, melissa.novoa@marion.k12.fl.us

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

State assessments, school grades, and district assessments will be monitored to determine if achievement for the participating students increases.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

Florida's Voluntary PreK, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

A Title I Four Year Old Preschool Program is currently in place at the school. The VPK assessments are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program

**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.**

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life. On the early release days Anthony Elementary is coordinating with local businesses that have STEM related jobs to present various fields that students can become more aware of.

**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.**

Anthony Elementary has the 21st CCLC after school program that serves approximately 100 students using 2 academic/core lessons and one personal enrichment lesson four days per week. The academic/core lessons are STEM based and use a Problem Based Lesson format.

We are also incorporating STEM club on early release days where every student on our campus will be involved in 4 different STEM based projects by the end of the school year. On the early release days we are also coordinating with local businesses that have STEM related jobs to present various fields that students can become more aware of.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If school-wide goals are clearly communicated to stakeholders, then parent and family engagement will increase by 50% as evidenced of student achievement.
- G2.** If differentiated instruction is implemented across all content areas, including STEM related activities, then we will see an increase in student achievement.

## 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.** If school-wide goals are clearly communicated to stakeholders, then parent and family engagement will increase by 50% as evidenced of student achievement. 1a

 G095859

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of parent involvement and family engagement

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

- Use funding from the Title I budget to support Parent Involvement strategies.

**Plan to Monitor Progress Toward G1.** 8

Local assessments and FSA data will indicate increases in student achievement for all targets.

**Person Responsible**

Lisa Coy

**Schedule**

Quarterly, from 10/6/2017 to 5/31/2018

**Evidence of Completion**

Comparative data of how our school ranks compared to the other Florida elementary schools.

**G2.** If differentiated instruction is implemented across all content areas, including STEM related activities, then we will see an increase in student achievement. 1a

G095860

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement	60.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher effectiveness

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

- Effective Tier I instruction and plan for implementing Tier II & III instruction in reading and math
- Trained Instructional Para-professionals
- Research-based reading interventions
- Research-based math interventions
- Academic coaches supporting teacher needs

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

Local assessments and FSA data will indicate increases in student achievement for all targets.

**Person Responsible**

Lisa Coy

**Schedule**

Quarterly, from 10/6/2017 to 6/1/2018

**Evidence of Completion**

Comparative data of how our school ranks compared to the other Florida Elementary schools.



## Action Plan for Improvement

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

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


**G1.** If school-wide goals are clearly communicated to stakeholders, then parent and family engagement will increase by 50% as evidenced of student achievement. 1

 G095859

**G1.B1** Lack of parent involvement and family engagement 2

 B258036

**G1.B1.S1** Increase parent involvement and family engagement 4

 S273137

### Strategy Rationale

If parents know our goals they will support us.

### Action Step 1 5

Open House

#### Person Responsible

Lisa Coy

#### Schedule

On 8/29/2017

#### Evidence of Completion

Sign in sheets

### Action Step 2 5

Engaging parent involvement through participation in PTO, SAC, Parent conferences and school activities

#### Person Responsible

Lisa Coy

#### Schedule

Quarterly, from 9/14/2017 to 5/25/2018

#### Evidence of Completion

Sign in sheets

### Action Step 3 5

Anthony will use the school website, newsletters, social media, word of mouth and host special events to recruit parent involvement.

**Person Responsible**

Lisa Coy

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

skylert message, sign in sheets and survey results

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

Monitor and review surveys, sign in sheets and skylert messenger

**Person Responsible**

Lisa Coy

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

skylert report, survey results, sign in sheets

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

Surveys provided for input from all stakeholders

**Person Responsible**

Lisa Coy

**Schedule**

Semiannually, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

Survey results

**G2.** If differentiated instruction is implemented across all content areas, including STEM related activities, then we will see an increase in student achievement. 1

G095860

**G2.B1** Teacher effectiveness 2

B258038

**G2.B1.S1** Teachers will work in PLC groups with specific deliberate practices chosen that relate specifically to the school's chosen strategies for increasing student achievement. 4

S273138

**Strategy Rationale**

Teachers working collaboratively toward a common goal will allow for more effective classroom instruction.

**Action Step 1** 5

Teacher will create a deliberate practice to work on in a Professional Learning Community based on the school wide goal. Teachers will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.

**Person Responsible**

Charlotte Biela

**Schedule**

Monthly, from 9/4/2017 to 5/11/2018

***Evidence of Completion***

Classroom walk thoughts with differentiated feedback provided to individual teachers based on the PLC plan.

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

Monthly PLC meetings will occur in order to review progress towards the team goals and allow for collaboration amongst team members.

**Person Responsible**

Charlotte Biela

**Schedule**

Quarterly, from 9/1/2017 to 5/1/2018

***Evidence of Completion***

Classroom walk thoughts with differentiated feedback provided to individual teachers based on the PLC plan.

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

Administration will provide differentiated feedback to individual teachers based on the PLC goals .

**Person Responsible**

Charlotte Biela

**Schedule**

Monthly, from 8/28/2017 to 5/11/2018

***Evidence of Completion***

Teacher evaluations focused on Domain 3 and review student data.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1 A366596	Open House	Coy, Lisa	8/29/2017	Sign in sheets	8/29/2017 one-time
G2.B1.S1.MA1 M392985	Monthly PLC meetings will occur in order to review progress towards the team goals and allow for...	Biela, Charlotte	9/1/2017	Classroom walk thoughts with differentiated feedback provided to individual teachers based on the PLC plan.	5/1/2018 quarterly
G2.B1.S1.MA1 M392984	Administration will provide differentiated feedback to individual teachers based on the PLC goals .	Biela, Charlotte	8/28/2017	Teacher evaluations focused on Domain 3 and review student data.	5/11/2018 monthly
G2.B1.S1.A1 A366599	Teacher will create a deliberate practice to work on in a Professional Learning Community based on...	Biela, Charlotte	9/4/2017	Classroom walk thoughts with differentiated feedback provided to individual teachers based on the PLC plan.	5/11/2018 monthly
G1.B1.S1.MA1 M392981	Surveys provided for input from all stakeholders	Coy, Lisa	8/28/2017	Survey results	5/25/2018 semiannually
G1.B1.S1.MA1 M392982	Monitor and review surveys, sign in sheets and skylert messenger	Coy, Lisa	8/28/2017	skylert report, survey results, sign in sheets	5/25/2018 monthly
G1.B1.S1.A2 A366597	Engaging parent involvement through participation in PTO, SAC, Parent conferences and school...	Coy, Lisa	9/14/2017	Sign in sheets	5/25/2018 quarterly
G1.B1.S1.A3 A366598	Anthony will use the school website, newsletters, social media, word of mouth and host special...	Coy, Lisa	8/28/2017	skylert message, sign in sheets and survey results	5/25/2018 monthly
G1.MA1 M392983	Local assessments and FSA data will indicate increases in student achievement for all targets.	Coy, Lisa	10/6/2017	Comparative data of how our school ranks compared to the other Florida elementary schools.	5/31/2018 quarterly
G2.MA1 M392986	Local assessments and FSA data will indicate increases in student achievement for all targets.	Coy, Lisa	10/6/2017	Comparative data of how our school ranks compared to the other Florida Elementary schools.	6/1/2018 quarterly

## V. Professional Development Opportunities

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

**G2.** If differentiated instruction is implemented across all content areas, including STEM related activities, then we will see an increase in student achievement.

### **G2.B1** Teacher effectiveness

**G2.B1.S1** Teachers will work in PLC groups with specific deliberate practices chosen that relate specifically to the school's chosen strategies for increasing student achievement.

#### **PD Opportunity 1**

Teacher will create a deliberate practice to work on in a Professional Learning Community based on the school wide goal. Teachers will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.

##### **Facilitator**

Lisa Coy

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 9/4/2017 to 5/11/2018

## 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	Open House				\$0.00
2	G1.B1.S1.A2	Engaging parent involvement through participation in PTO, SAC, Parent conferences and school activities				\$2,412.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0071 - Anthony Elementary School	Title, I Part A		\$2,412.00
			Notes: Notes			
3	G1.B1.S1.A3	Anthony will use the school website, newsletters, social media, word of mouth and host special events to recruit parent involvement.				\$0.00
4	G2.B1.S1.A1	Teacher will create a deliberate practice to work on in a Professional Learning Community based on the school wide goal. Teachers will choose one of the instructional strategies listed within the goal to focus on and create deliberate practices to ensure these strategies are implemented with fidelity.				\$202,464.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0071 - Anthony Elementary School	Title, I Part A		\$92,940.00
	5100	150-Aides	0071 - Anthony Elementary School	Title, I Part A		\$109,524.00
Total:						\$204,876.00