

Columbia County School District

Five Points Elementary School



2017-18 Schoolwide Improvement Plan

Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

<http://fpe.columbiak12.com/>

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	37%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Columbia County School Board on 11/28/2017.

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

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 Five Points Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty and staff of Five Points Elementary strive to provide a safe learning environment that is child-centered, builds esteem, and enhances academic growth of all students. This is obtained through positive involvement of students, parents, school staff, and community. Together we can make each student a winner everyday.

b. Provide the school's vision statement.

Five Points Elementary is a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development. With the help of teachers, parents and the community we promote life-long learning through:

- Academic performance
- Individual growth
- Independent and cooperative work
- Critical thinking
- Responsibility
- Creativity
- Leadership
- Citizenship
- Sportsmanship

2. School Environment

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

The school utilizes Student Information Records, parent and student surveys, SAC and P.T.O. meetings to learn about students' cultures and build relationships between teachers and students.

Prior to the first day of school parents and students are invited and encouraged to attend "Meet the Teacher". At this time teachers begin to build relationships by sharing expectations and request needed supplies for their specific grade level/class.

Twice a year (fall and spring) the school sponsors "Parent Conference Night". Teachers schedule times with parents to review student data, including grades, progress monitoring, and behavior/attendance issues. To-go meals are provided for each family member when parents attend the conference.

Each month the Media Center sponsors "Family Reading Night". During these nights adults and students can spend time reading and taking Accelerated Reader tests. This not only builds relationships with the school but also withing the family.

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

The school has established a CRISIS response team with assigned roles and duties to perform during emergencies.

Policies and procedures for a safe environment include:

- Two-way radios are used to communicate
- classroom doors and gates locked during school day
- ID badges worn by all employees
- all guests are required to sign-in and scan driver's license
- staff are scheduled and assigned posts to supervise students around campus before, during and after school
- Guidance Counselor provides support to individuals and classrooms
- outside counselors are scheduled each week to see students
- a school-wide positive behavior support system is in place
- students are know personally by at least one member of Leadership which provides a familiar face
- additional fencing for single entry to school

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.

Five Points Elementary School will move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Supports. The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

A beginning of the year assembly will provide students with a foundation for rules and expectations.

Features of the School-Wide Positive Behavior Support System:

- Establish regular, predictable, positive learning and teaching environments
- Train adults and peers to serve as positive models
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback
- Acknowledge students when they are doing the right thing
- Improve social competence
- Develop environments that support academic success
- CPI trained personnel

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.

The school ensures the social-emotional needs of all students are met through:

- Guidance lessons to individuals and classrooms
- Outside counselors are scheduled each week to see students
- A school-wide positive behavior support system is in place
- Top Tiger Mentoring Program
- K-1 University of Florida Social-Emotional Learning Foundation (SELF)
- Free breakfast and lunch for all students
- Fresh Fruit/Vegetable Program
- With a Church partnership the Backpack Program provides weekend food for identified students

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.

- Attendance below 90% regardless of excused or out of school suspension
- A Level of 1 on statewide, standardized assessments in ELA or Math
- Unify Reports

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	2	4	7	16	14	9	0	0	0	0	0	0	0	52
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	8	14	13	0	0	0	0	0	0	0	35

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	3	7	4	0	0	0	0	0	0	0	14

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

- Develop a mentoring relationship and incentive program for truant students that drop below 90%
- Home visits for families that are identified as truant for more than one school year.
- Target students that scored Level 1 for tutoring through Title VI.
- Top Tiger Mentoring Program
- i-Ready Intervention
- Title I Tutors for bottom quartile in grades 3-5

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/469746>.

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.

The school invites local community businesses, charitable organizations and parents to participate in our School Advisory Council and P.T.O., which lead to discussions for securing resources that support student achievement. The Leadership Team, teachers and staff members also actively communicate with the district and state personnel, businesses and other stakeholders about school concerns and resource opportunities. The school maintains positive relationships with community members by providing a safe environment and building trust among the teachers, parents and students.

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
Lee, Lisa	Principal
Stone, Cherie	Other
Staats, Pam	School Counselor
Harris, Jessica	Instructional Coach
Cannon, Rex	Other

b. Duties

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

- Principal - Lisa Lee
- MTSS Chairperson and Guidance Counselor - Pam Staats
- School Staffing Specialist - Sequita Camile
- Behavior Resource Teacher - Rex Cannon
- Speech/Language Teacher - Jamie Foote
- Instructional Coach - Jessica Harris
- Curriculum Resource Teacher - Cherie Stone
- SAC Chairperson - Cherie Stone

The school leadership team serve as instructional leaders and practice shared decision making through the collaborative development of the school's curriculum design, data analysis, professional development, hiring process, mentoring practices, intervention strategies and parent involvement opportunities.

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 purpose of Multi-Tiered System of Supports (MTSS) at Five Points is to ensure high quality instruction and intervention matched to the needs of each student, while using performance levels and learning rates over time to make data-based decisions to guide instruction. The Multi-Tiered System of Supports Leadership Team (MTSSLT) reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve academic success and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and data analysis of each student.

The MTSS will meet as needed and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Core Support, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - * Tutoring during the day in small group pull-outs in Reading, Math, Science and Writing.
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- Determine the Professional Development needs of faculty and staff, and arrange any/all trainings aligned with SIP goals.
- Review and interpret student data (academic, behavior and attendance) at both the grade and school levels.
- Organize and support systematic data collection, as needed.
- Strengthen Core Support instruction through supportive coaching, management of resources and providing Professional Development in researched based instructional strategies.
- Funding and support is provided for resource teachers and tutors through Title I and grant funded monies.

Title I, Part A :

To ensure students are provided additional support and remediation, funding is allocated for faculty and staff salaries, teacher in-service and professional development, educational materials and supplies, and parent engagement activities.

Title I Part C - Migrant:

The Title I, Part C - Each year, under the direction of the Columbia County School District, Five Points Elementary collects Title I Migrant Program Occupational Survey information from students. The forms are forwarded to the Title I District Office. In addition, the Migrant Education Program (MEP) will closely monitor migrant student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D:

N/A

Title II:

Professional Development funds are expended in accordance with the District Plan.

Title III:

The District did not qualify for Title III funding.

Title X - Homeless:

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Title V

Software that supports standards instruction, PD for collaborative learning through data analysis, VPK supplemental instructional materials and programs

Violence Prevention:

Per state statute, the district has adopted and now implements a district wide bullying policy.

The Guidance Counselor meets with all students and provides lessons on conflict resolution and bullying.

The Crisis Response Team meets at the beginning of each school year to review safety procedures and to make sure all personnel understand their duties, in order to ensure the safety of our students.

Outside counselors frequently meet with students requiring additional counseling and mentoring.

Nutrition Programs:

Free breakfast and lunch is provided at the school for all students.

Awarded Fresh Fruit and Vegetable Program, in order to provide all students with a variety of fresh fruits and vegetables at a different time of the day, other than breakfast and lunch.

The University of Florida Nutrition Education Program visits and provides valuable information and activities for first grade students.

Housing Programs:

N/A

Head Start:

The Local Head Start Program provides the school with vital information, for any children who have attended their program.

Adult Education:

N/A

Career and Technical Education:

This is not addressed at the elementary school level.

Job Training:

This is not addressed at the elementary school level.

Florida Voluntary Pre-Kindergarten (VPK):

Beginning with the 2013 - 2014 school year The Early Learning Coalition of Florida's Gateway Voluntary Pre-Kindergarten Program along with Columbia County Schools is providing an environment that supports all early learning standards at Five Points Elementary. This program is offered free of charge to the students entering the program at our school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Lee	Principal
Nikki McIntosh	Parent
Charity Payne	Parent
Cherie Stone	Teacher
Rex Cannon	Teacher
Linda Adams	Education Support Employee
Nicole Callum	Parent
Shannon Hall	Business/Community
Neelisha Ivery	Parent
Ciannah Kirkendoll	Parent
Rebecca Roode	Parent
William Roode	Parent
Charlotte Nettles	Teacher

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 2016 - 2017 School Improvement Plan was reviewed with the School Advisory Council at the September meeting. School Grade, i-Ready and Performance Matters Data was shared with committee members.

b. Development of this school improvement plan

The members of the School Advisory Council (SAC) were asked to brainstorm barriers and strategies to support the current goals set within the 2017-2018 School Improvement Plan (SIP). Upon completion of the final draft of the SIP, SAC members will be given the opportunity to review the SIP.

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

The School Advisory Council discussed the current needs based on data and provided input into how specific funds will be spent throughout the year. As data assessments are administered throughout the year, SAC will review the budget plan and disseminate funds according to needs.

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

School Improvement funds will be used for student achievement within the classrooms by purchasing, but not limited to, such items as ink and paper to support educational programs.

Our School Improvement Allocation for the 2016-2017 school year was zero.

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
Stone, Cherie	Other
Lee, Lisa	Principal
Harris, Lillian	Teacher, K-12
KIng, Kelsee	Teacher, K-12
Leighty, Gail	Teacher, K-12
VanBennekom, Lisa	Teacher, K-12
Harris, Jessica	Instructional Coach

b. Duties

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

- Implementation and evaluation of the SIP Reading strategies across the content areas
- Participates in Professional Development
- Co-planning, modeling and observation of research-based Reading strategies within lessons across the content areas
- Data analysis (on-going)
- Schedules school-wide literacy activities

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.

The school encourages positive working relationships between teachers through the following:

- Scheduled Team meetings
- Common planning times
- Collaborative conversations between all stakeholders
- Scheduled professional development days
- Monthly Differentiated Professional Learning
- Work related committees

- Leadership attends grade level meetings
- Encourages and Inspires each other to communicate effectively, think critically, solve problems, and be respectful of one another
- Administrator communicates expectations with entire staff through a Monday Minute email
- Team Building activities

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

- Continue to utilize interns from St. Leo's University
Lisa Lee, Principal

- Utilize mentoring program to retain newly hired teachers
Lisa Lee, Principal
Cherie Stone, Curriculum Resource Teacher
Jessica Harris, Instructional Coach

- Provide Mentoring in the 21st Century Resources and Training materials to mentors and provide assistance to newly hired teachers (First-Year Teachers and Veteran Teachers)
Lisa Lee, Principal (Completed Mentoring in 21st Century Program)
Cherie Stone, Curriculum Resource Teacher
Jessica Harris, Instructional Coach

- Work collaboratively with district administrators and local colleges to share best hiring practices and resources

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

Lisa Lee selected by the Columbia County School District during the 2011 - 2012 school year to attend the Mentoring in the 21st Century Program provided by the North East Florida Educational Consortium (NEFEC). This program was designed for mentoring not only new teachers, but also veteran teachers needing assistance in one or more areas.

All new teachers to our campus are paired with veteran teachers, from his/her grade level. The purpose of this is to provide a mentor for advice and direction regarding: grade level expectations, district and school policies, rules, regulations, housekeeping and any other concerns or questions.

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.

- The school uses state adopted texts and materials to plan and create the core instructional program.

ELA: Journeys, CPALMS lesson plans

Math: Go Math!, CPALMS lesson plans

Science: Fusion, CPALMS lesson plans, Study Island, Discovery Ed

Social Studies: NGSS drive instruction

Writing: Top Score 2nd-5th
Saxon Phonics: K-2

- What Works Clearing House provides support when purchasing or adopting additional resources for use as core programs.
- The Leadership Team monitors alignment through pacing guides, curriculum maps, lesson plan development and discussions.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school schedules two data meetings per month to discuss students levels of achievement on grade level standards. Through these meetings the Leadership Team and classroom teachers review the standards of concern and create a plan to determine the instructional strategies, resources, professional development and address the barriers needed to increase proficiency rates. Instruction modification and/or supplementation will include lesson plan documentation, classroom observations and biweekly data progress updates that will be monitored by the administrator and members of Leadership Team.

Teachers will utilized i-Ready Reports to plan remediation and intervention lessons to meet the diverse needs of students.

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: 120

An after school program increases the amount of quality time teachers collaborate, plan and participate in professional development.

Strategy Rationale

- The weekly after school meetings provide enrichment of the curriculum by helping teachers establish concrete goals for curriculum, instruction, and assessment.
- Time to analyze data in order to determine the needs of students that are having difficulty mastering the standards and plan remediation and intervention activities.
- Time to develop rigorous assessments that correlate with state standards
- Time to create differentiated assignments to address all learners

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Lisa , leel@columbiak12.com

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

- Copies of team minutes, reflections from professional development, classroom observations, samples of assessments and assignments
- Monthly data collection

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.

In Columbia County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the STAR Early Literacy. The instruments used in the screening are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards.

Parents are provided a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent Involvement events for transitioning children into Kindergarten include Kindergarten Round-Up. This event provides an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we promote and increase opportunities for parental support and involvement then student attendance and tardies will improve, as well as increase student achievement.

- G2.** If we implement effective teaching instruction and small group remediation aligned to all subject area standards, including writing within the content areas, then student achievement will increase.

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 we promote and increase opportunities for parental support and involvement then student attendance and tardies will improve, as well as increase student achievement. 1a

G096410

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0

Targeted Barriers to Achieving the Goal 3

- -Environmental Issues
- -Lack of communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- -Behavior Resource Specialist, Rex Cannon - Mentoring targeted truant families and offer incentives for attendance.
- -Title I dollars.
- -Staff willing to plan/facilitate parent night.
- -Resource room.
- -Communication methods- planners/Wednesday folder/call messenger.
- -Come to some events.
- -PTO
- -Access to computer programs at home.
- -Volunteer.
- -Partnership with local churches/community leaders.
- -Additional counseling and support from private organizations
- -Top Tigers to support social emotional needs

Plan to Monitor Progress Toward G1. 8

District/State Assessments

Person Responsible

Lisa Lee

Schedule

Quarterly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Data review.

Plan to Monitor Progress Toward G1. 8

Attendance and Truancy Report

Person Responsible

Rex Cannon

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Days absent (unexcused / excused) and days tardy (unexcused / excused)

G2. If we implement effective teaching instruction and small group remediation aligned to all subject area standards, including writing within the content areas, then student achievement will increase. 1a

G096411

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
FCAT 2.0 Science Proficiency	60.0
Math Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Inadequate knowledge in deep data analysis and instructional changes that need to occur using data.
- Cohesive instructional practices
- Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We have an Instructional Coach. - Our Instructional Coach models in classrooms, attends valuable and beneficial training, and provides Professional Development for our faculty and staff.
- We have a budget for substitutes so faculty can attend Professional Development. - We have a Title I budget for additional classroom resources, parent involvement activities, Tutors, and Professional Development. - We have two computer labs that are used for instructional needs. - We have site licenses for academic support and student achievement. (Renaissance Learning-Accelerated Reader) - We have grant funded tutors in grades 3-5, for intervention and remediation. - We have 38 Highly Qualified Teachers. - Learner Focused lesson planning. - We have requested and are receiving assistance from the North East Florida Education Consortium and FDLRS. - We have regular scheduled days each month for Professional Development on campus. - We analyze data, on a regular basis, to drive instruction. - We have common planning time in each grade level. - Instructional Coach mentoring. - All teachers have Administrative and Leadership Team support. - Grades 3-5 have availability to individual student Chrome Books for immediate application and access to resources. - K-2 have access to 5 Chrome Books per class. - Implementation of i-Ready Diagnostic program and progress monitoring. - Utilization of Leveled Literacy Intervention (grades 2-5). - ReadingPals program in Kindergarten - Top Tigers Mentoring Program.
- Administration/Coaches/Teachers
- Technology
- Programs - web based
- Tutors
- Paraprofessionals to support learning
- Highly qualified teachers
- SRA/Discovery Education
- Standards aligned to resources

- - FDLRS/NEFEC Support

Plan to Monitor Progress Toward G2. 8

School/ District/State Assessments

Person Responsible

Lisa Lee

Schedule

On 6/1/2018

Evidence of Completion

Assessment Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we promote and increase opportunities for parental support and involvement then student attendance and tardies will improve, as well as increase student achievement. **1**

 G096410

G1.B7 -Environmental Issues **2**

 B259433

G1.B7.S1 Include helpful tips in newsletters **4**

 S274779

Strategy Rationale

Provides topics to support environmental issues within the home

Action Step 1 **5**

Selecting tips to support parents with issues that arise in the home

Person Responsible

Lisa Lee

Schedule

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

Evidence of Completion

Copies of newsletters

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Collect school newsletter

Person Responsible

Cherie Stone

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Copies of newsletter

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Review of Parent Surveys

Person Responsible

Cherie Stone

Schedule

On 6/1/2018

Evidence of Completion

copy of parent survey results

G1.B7.S2 Administrative support with parent conferences as needed and scheduled meetings with target group. 4

 S274780

Strategy Rationale

To carefully plan and support academic and/or attendance conversations with parents in a friendly manner.

Action Step 1 5

Email teachers to invite Administration to parents conferences as needed , copies of meetings with targeted families for truancy.

Person Responsible

Lisa Lee

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Copy of email and parent conference forms

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Copies of conference forms

Person Responsible

Pam Staats

Schedule

Annually, from 9/5/2017 to 6/1/2018

Evidence of Completion

email asking for teacher to submit copies of conference forms

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Parent surveys

Person Responsible

Cherie Stone

Schedule

Annually, from 1/15/2018 to 6/1/2018

Evidence of Completion

Parent survey data

G1.B13 -Lack of communication 2

 B259439

G1.B13.S1 Increase communication practices to promote school events and activities. 4

 S274781

Strategy Rationale

By providing additional communication and utilizing creative promotional techniques we will increase the number of families attending school events.

Action Step 1 5

We will utilize the PTO/school Facebook page, Twitter, Instagram and School Messenger to share information with parents.

Person Responsible

Lisa Lee

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Copy of School Messenger reports and Parent Involvement Survey results.

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Collect copies of School Messenger reports and Parent Survey data.

Person Responsible

Cherie Stone

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

A checklist of collection dates

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Results from school and district surveys

Person Responsible

Cherie Stone

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

A typed copy of comments and percentages

G2. If we implement effective teaching instruction and small group remediation aligned to all subject area standards, including writing within the content areas, then student achievement will increase. 1

G096411

G2.B2 - Inadequate knowledge in deep data analysis and instructional changes that need to occur using data. 2

B259441

G2.B2.S3 To add a Data Lead chairperson to each grade level to review diagnostic data and instruction for each student, grade level, and school-wide. In addition, review i-Ready profile reports and implement Student Data Chats. 4

S274787

Strategy Rationale

Data Lead team members were assigned to review and prepare discussions involving grade level data. This will allow the teachers to take ownership when discussing students and grade level school-wide support.

Action Step 1 5

Review all diagnostic data on each individual student, grade-level, and school-wide.

Person Responsible

Jessica Harris

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Agenda, Sign-in sheets, and Student Data Spreadsheets

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Review diagnostic data by individual student, grade level and school.

Person Responsible

Lisa Lee

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Student diagnostic data will be collected and reviewed from the following assessments: i-Ready Performance Matters FSA from previous year

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Review diagnostic data for each student, grade level and school-wide.

Person Responsible

Jessica Harris

Schedule

Semiannually, from 9/5/2017 to 6/1/2018

Evidence of Completion

Charted data; minutes from data meetings; progress monitoring data.

G2.B2.S4 Professional Development can be planned and delivered to all teachers, as a new training for inexperienced teachers or as a refresher for veteran teachers. 4

 S274788

Strategy Rationale

Professional development involves all stakeholders in the on-going implementation of the most current theories and effective practices.

Action Step 1 5

Plan professional development opportunities on the use and implementation of new and existing software programs and the reports available.

Person Responsible

Jessica Harris

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Teachers will be required to have their data notebooks available at all times in their classrooms. In addition, the data notebooks must accompany the teacher to all common data meetings and individual data meetings with administration. Documented data must include reports from School / District/ State Assessments.

Action Step 2 5

Data Analysis Professional Development - All Teachers

Person Responsible

Jessica Harris

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-in Sheets, Materials

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

The Professional Development Plan will be discussed prior to deliverance. The plan will be modified, as needed, based on additional needs of faculty members or changes in data and/or data forms.

Person Responsible

Cherie Stone

Schedule

Semiannually, from 10/23/2017 to 6/1/2018

Evidence of Completion

Samples of data monitoring forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Data Notebooks will be reviewed at common data meetings and at other times, as needed. Teachers will bring the notebooks with them to the meetings. Teachers will also have their notebooks available in the classroom for review at all times. During review, if implementations indicate results are lacking and/or poor, the teacher will receive additional assistance and guidance in completion of the forms and importance of analyzing documents regarding student achievement and success. The notebook will be continued to be monitored.

Person Responsible

Lisa Lee

Schedule

Semiannually, from 10/23/2017 to 6/1/2018

Evidence of Completion

Data Notebooks

G2.B2.S5 Data notebooks, with specific documentation, can be reviewed throughout the school year. These notebooks will be maintained on all students. 4

 S274789

Strategy Rationale

Data notebooks are tools that enhance feedback and provide stakeholders with a way to monitor and evaluate instructional practices.

Action Step 1 5

Data Notebooks (on all students), with specific documentation will be reviewed throughout the school year.

Person Responsible

Lisa Lee

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Data Notebook

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Data Notebooks will be reviewed at data meetings and also be available in classrooms during other times of the school year.

Person Responsible

Lisa Lee

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Up-to-date Data Notebooks on every student in each classroom throughout 2016 - 2017.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7

Data Notebooks with required documentation included on each student.

Person Responsible

Lisa Lee

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Changes of instruction based on data recorded in Data Notebook. Completeness of individual teacher Data Notebooks.

G2.B6 -Cohesive instructional practices 2

 B259445

G2.B6.S1 Grade levels will plan to use the state standard academic vocabulary and have the terms incorporated into lesson plans. 4

 S274790

Strategy Rationale

To increase the use of academic vocabulary K-5

Action Step 1 5

Instructional Coach will set monthly dates to provide professional development

Person Responsible

Jessica Harris

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Copy of agenda and teacher survey

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Will review PD surveys and receive copies of sample PD items

Person Responsible

Lisa Lee

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets and minutes from Leadership team minutes

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Teacher surveys

Person Responsible

Lisa Lee

Schedule

Quarterly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Results from teacher survey

G2.B6.S4 Grade level planning using Learner Focus template to create alignment of how state standards are being taught. 4

S274793

Strategy Rationale

By planning together, discussing the standards, and finding resources each grade level will develop a cohesive plan of instruction.

Action Step 1 5

Teams will meet weekly to plan Learner Focused lessons using a shared template and data from i-Ready. Resources will be purchased to support standards alignment and i-Ready lessons.

Person Responsible

Lisa Lee

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of team meeting minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S4 6

Copy of Lesson plans

Person Responsible

Lisa Lee

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plan templates turn in by grad level

Plan to Monitor Effectiveness of Implementation of G2.B6.S4 7

Survey from teachers regarding the use of Learner Focused template and i-Ready reports

Person Responsible

Jessica Harris

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of survey

G2.B8 - Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum. 2

 B259447

G2.B8.S1 Teachers will use i-Ready lessons and Learner Focused "Teaching with Higher Order Thinking and Rigor in Mind" for vocabulary instruction as well as scaffold curriculum. 4

 S274798

Strategy Rationale

The use of these research-based instructional strategies will increase student achievement and build the students' academic confidence.

Action Step 1 5

Instructional Coach will plan on-going professional development for grade levels on the use of i-Ready reports and effective teaching instruction.

Person Responsible

Jessica Harris

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of agenda and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

On-going observations, classroom walkthrough and feedback meetings with the teachers will be used to monitor fidelity of instructional strategies.

Person Responsible

Jessica Harris

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of lesson plan, observations and minutes from feedback meetings

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Increase in scores from i-Ready will determine if implementation of instructional strategies are effective.

Person Responsible

Cherie Stone

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of all assessment reports, lesson plans and classroom observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B7.S1.A1 A368893	Selecting tips to support parents with issues that arise in the home	Lee, Lisa	9/5/2017	Copies of newsletters	5/1/2018 monthly
G1.MA1 M396701	District/State Assessments	Lee, Lisa	9/5/2017	Data review.	5/11/2018 quarterly
G1.MA2 M396702	Attendance and Truancy Report	Cannon, Rex	9/5/2017	Days absent (unexcused / excused) and days tardy (unexcused / excused)	6/1/2018 quarterly
G2.MA1 M396737	School/ District/State Assessments	Lee, Lisa	6/1/2018	Assessment Data	6/1/2018 one-time
G1.B7.S1.MA1 M396695	Review of Parent Surveys	Stone, Cherie	5/1/2018	copy of parent survey results	6/1/2018 one-time
G1.B7.S1.MA1 M396696	Collect school newsletter	Stone, Cherie	9/5/2017	Copies of newsletter	6/1/2018 monthly
G1.B13.S1.MA1 M396699	Results from school and district surveys	Stone, Cherie	9/5/2017	A typed copy of comments and percentages	6/1/2018 monthly
G1.B13.S1.MA1 M396700	Collect copies of School Messenger reports and Parent Survey data.	Stone, Cherie	9/5/2017	A checklist of collection dates	6/1/2018 monthly
G1.B13.S1.A1 A368895	We will utilize the PTO/school Facebook page, Twitter, Instagram and School Messenger to share...	Lee, Lisa	9/5/2017	Copy of School Messenger reports and Parent Involvement Survey results.	6/1/2018 monthly
G2.B6.S1.MA1 M396717	Teacher surveys	Lee, Lisa	9/25/2017	Results from teacher survey	6/1/2018 quarterly
G2.B6.S1.MA1 M396718	Will review PD surveys and receive copies of sample PD items	Lee, Lisa	10/2/2017	Sign-in sheets and minutes from Leadership team minutes	6/1/2018 monthly
G2.B6.S1.A1 A368909	Instructional Coach will set monthly dates to provide professional development	Harris, Jessica	9/5/2017	Copy of agenda and teacher survey	6/1/2018 monthly
G2.B8.S1.MA1 M396731	Increase in scores from i-Ready will determine if implementation of instructional strategies are...	Stone, Cherie	8/14/2017	Copy of all assessment reports, lesson plans and classroom observations	6/1/2018 triannually
G2.B8.S1.MA1 M396732	On-going observations, classroom walkthrough and feedback meetings with the teachers will be used...	Harris, Jessica	8/14/2017	Copy of lesson plan, observations and minutes from feedback meetings	6/1/2018 monthly
G2.B8.S1.A1 A368918	Instructional Coach will plan on-going professional development for grade levels on the use of...	Harris, Jessica	8/14/2017	Copy of agenda and sign-in sheets	6/1/2018 quarterly
G1.B7.S2.MA1 M396697	Parent surveys	Stone, Cherie	1/15/2018	Parent survey data	6/1/2018 annually
G1.B7.S2.MA1 M396698	Copies of conference forms	Staats, Pam	9/5/2017	email asking for teacher to submit copies of conference forms	6/1/2018 annually
G1.B7.S2.A1 A368894	Email teachers to invite Administration to parents conferences as needed , copies of meetings with...	Lee, Lisa	9/5/2017	Copy of email and parent conference forms	6/1/2018 quarterly
G2.B2.S3.MA1 M396711	Review diagnostic data for each student, grade level and school-wide.	Harris, Jessica	9/5/2017	Charted data; minutes from data meetings; progress monitoring data.	6/1/2018 semiannually
G2.B2.S3.MA1 M396712	Review diagnostic data by individual student, grade level and school.	Lee, Lisa	9/5/2017	Student diagnostic data will be collected and reviewed from the following assessments: i-Ready Performance Matters FSA from previous year	6/1/2018 quarterly

Columbia - 0091 - Five Points Elementary School - 2017-18 SIP
Five Points Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.A1 A368905	Review all diagnostic data on each individual student, grade-level, and school-wide.	Harris, Jessica	9/5/2017	Agenda, Sign-in sheets, and Student Data Spreadsheets	6/1/2018 monthly
G2.B2.S4.MA1 M396713	Data Notebooks will be reviewed at common data meetings and at other times, as needed. Teachers...	Lee, Lisa	10/23/2017	Data Notebooks	6/1/2018 semiannually
G2.B2.S4.MA1 M396714	The Professional Development Plan will be discussed prior to deliverance. The plan will be...	Stone, Cherie	10/23/2017	Samples of data monitoring forms	6/1/2018 semiannually
G2.B2.S4.A1 A368906	Plan professional development opportunities on the use and implementation of new and existing...	Harris, Jessica	9/4/2017	Teachers will be required to have their data notebooks available at all times in their classrooms. In addition, the data notebooks must accompany the teacher to all common data meetings and individual data meetings with administration. Documented data must include reports from School / District/ State Assessments.	6/1/2018 quarterly
G2.B2.S4.A2 A368907	Data Analysis Professional Development - All Teachers	Harris, Jessica	10/2/2017	Agendas, Sign-in Sheets, Materials	6/1/2018 quarterly
G2.B6.S4.MA1 M396719	Survey from teachers regarding the use of Learner Focused template and i-Ready reports	Harris, Jessica	8/14/2017	Copy of survey	6/1/2018 quarterly
G2.B6.S4.MA1 M396720	Copy of Lesson plans	Lee, Lisa	8/14/2017	Lesson plan templates turn in by grad level	6/1/2018 weekly
G2.B6.S4.A1 A368910	Teams will meet weekly to plan Learner Focused lessons using a shared template and data from...	Lee, Lisa	8/14/2017	Copy of team meeting minutes and lesson plans	6/1/2018 weekly
G2.B2.S5.MA1 M396715	Data Notebooks with required documentation included on each student.	Lee, Lisa	10/2/2017	Changes of instruction based of data recorded in Data Notebook. Completeness of individual teacher Data Notebooks.	6/1/2018 quarterly
G2.B2.S5.MA1 M396716	Data Notebooks will be reviewed at data meetings and also be available in classrooms during other...	Lee, Lisa	10/2/2017	Up-to-date Data Notebooks on every student in each classroom throughout 2016 - 2017.	6/1/2018 monthly
G2.B2.S5.A1 A368908	Data Notebooks (on all students), with specific documentation will be reviewed throughout the...	Lee, Lisa	10/2/2017	Data Notebook	6/1/2018 monthly

V. Professional Development Opportunities

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

G2. If we implement effective teaching instruction and small group remediation aligned to all subject area standards, including writing within the content areas, then student achievement will increase.

G2.B2 - Inadequate knowledge in deep data analysis and instructional changes that need to occur using data.

G2.B2.S4 Professional Development can be planned and delivered to all teachers, as a new training for inexperienced teachers or as a refresher for veteran teachers.

PD Opportunity 1

Plan professional development opportunities on the use and implementation of new and existing software programs and the reports available.

Facilitator

District and School personnel

Participants

Various teachers

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

PD Opportunity 2

Data Analysis Professional Development - All Teachers

Facilitator

Instructional Coach

Participants

All Teachers

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

G2.B6 -Cohesive instructional practices

G2.B6.S1 Grade levels will plan to use the state standard academic vocabulary and have the terms incorporated into lesson plans.

PD Opportunity 1

Instructional Coach will set monthly dates to provide professional development

Facilitator

Jessica Harris

Participants

K-5 teachers, Paraprofessionals

Schedule

Monthly, from 9/5/2017 to 6/1/2018

G2.B8 - Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum.

G2.B8.S1 Teachers will use i-Ready lessons and Learner Focused "Teaching with Higher Order Thinking and Rigor in Mind" for vocabulary instruction as well as scaffold curriculum.

PD Opportunity 1

Instructional Coach will plan on-going professional development for grade levels on the use of i-Ready reports and effective teaching instruction.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B13.S1.A1	We will utilize the PTO/school Facebook page, Twitter, Instagram and School Messenger to share information with parents.				\$0.00
2	G1.B7.S1.A1	Selecting tips to support parents with issues that arise in the home				\$0.00
3	G1.B7.S2.A1	Email teachers to invite Administration to parents conferences as needed , copies of meetings with targeted families for truancy.				\$0.00
4	G2.B2.S3.A1	Review all diagnostic data on each individual student, grade-level, and school-wide.				\$3,942.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0091 - Five Points Elementary School	School Improvement Funds		\$3,942.00
			<i>Notes: Chromebooks for student use in grades K-2</i>			
5	G2.B2.S4.A1	Plan professional development opportunities on the use and implementation of new and existing software programs and the reports available.				\$0.00
6	G2.B2.S4.A2	Data Analysis Professional Development - All Teachers				\$0.00
7	G2.B2.S5.A1	Data Notebooks (on all students), with specific documentation will be reviewed throughout the school year.				\$0.00
8	G2.B6.S1.A1	Instructional Coach will set monthly dates to provide professional development				\$0.00
9	G2.B6.S4.A1	Teams will meet weekly to plan Learner Focused lessons using a shared template and data from i-Ready. Resources will be purchased to support standards alignment and i-Ready lessons.				\$0.00
10	G2.B8.S1.A1	Instructional Coach will plan on-going professional development for grade levels on the use of i-Ready reports and effective teaching instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
			<i>Notes: Using Title I funds we purchase professional development materials and hire possible substitutes for classrooms. \$5,000.00</i>			
			District-Wide	Title I, Part A		\$0.00
			<i>Notes: Using Title I funds to purchase materials and supplies for classroom instruction and implementation to promote exemplary practices for all students. This will include Reading, Math, Writing and Science. \$15,000.00</i>			
					Total:	\$3,942.00