

Lake County Schools

# Grassy Lake Elementary School



2017-18 Schoolwide Improvement Plan

## Grassy Lake Elementary School

1100 FOSGATE RD, Minneola, FL 34715

<https://gle.lake.k12.fl.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	54%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Lake 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Grassy Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Through the dedication and commitment of staff, parents, and the community, Grassy Lake Elementary provides a safe learning environment that challenges all students to strive for excellence.

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

Our vision is to provide a happy, caring and academically focused environment where all students can reach their full potential and grow to be productive, respectful members of the community.

#### 2. School Environment

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

Throughout the year, Grassy Lake will work toward building positive relationships between all stakeholders including teachers and students by learning as much as possible about our students. Prior to the school year beginning, we will hold an Orientation where parents and students come in to meet their teacher. During this time, teachers will have an opportunity to have an informal conversation with the students to set the tone and begin building positive relationships. In addition to this event, we host curriculum nights, STEM (STEAM) night, parent teacher conference nights, book fairs, chorus concerts, terrific kids ceremonies, award ceremonies, Take Your Dads to School Day, and Mother's Day activities. Many of our teachers have multicultural activities embedded into their lessons. We also have lessons on diversity and disability awareness. We also provide continual call outs and Facebook updates to students' families to continue to foster an environment of open communication and relationship building.

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

It is our goal to ensure all of our students feel safe and respected at all times. Our Guidance Counselors and the district assigned Social Worker will work together to identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act).

In our effort to continue to be a Bully Free School, we will establish a Bully-Proofing Your School Committee. This committee will be comprised of a representative from each grade level along with a Guidance Counselor and an Administrator. Character Education will be incorporated in our anti-bullying campaign. A character word will be featured each month on the morning news followed up by classroom visits by our Guidance Counselors. GLES will also establish a Safety Committee. This committee will be responsible for evaluating the safety of our campus as well as debriefing after each emergency drill.

With the support of the district, we will maintain a "Single Point of Entry" throughout the day. Before and after school, we will continue the "Single Point of Entry" while students attend the Extended Learning Program.

Grassy Lake Elementary will adhere to a strict dress code for our faculty and students. Dress affects student attitude and the learning environment of others and we expect GLES students to dress for success. The established dress code will encourage a feeling of belonging and team spirit as well as

pride in good grooming and appearance. Additionally, it will ensure the safety and well-being of all students and promote a positive learning environment.

Through our Disability Awareness Week, students are taught about inclusion, helpfulness, kindness, etc. We also have Star Patrol students who look out for all students to ensure they are safe and respected in the hallways and common areas before and after 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.**

Grassy Lake will establish a schoolwide behavior support plan that includes procedures and what we will refer to as an "Infraction Sheet". This form will be utilized in hopes of correcting the behavior before a formal discipline referral is written. To ensure that the plan is implemented correctly and there is consistency, training will be held with all instructional staff throughout the year. The plan includes identified inappropriate behaviors, interventions, a review of the infraction sheet and guidelines for writing discipline referrals. During the training, a Behavior Process chart will be reviewed which identifies the roles of the teacher and administration. Guidance counselors will also play an important role in the behavioral system/process as they are key to counseling services, proactive anti-bullying information and education, as well as partnerships with the school psychologist and social worker.

In terms of incentives for displaying preferred behaviors, each classroom and grade level independently issues those rewards based on items or activities that are meaningful to their particular students. In addition, we have a school-wide unified cafeteria plan with rockets that move through the universe depending on the number of yellow stars each class receives for daily appropriate behavior in the cafeteria. Incentives range from popsicles to perhaps eating lunch with their teacher on the stage.

**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.**

Grassy Lake's Guidance Counselors will make themselves available for one-on-one or small group assistance. There is a referral procedure in place should a teacher feel that either the student or family is need of support. Guidance Counselors will be actively involved in the MTSS process. They will conduct student assessments and are involved in the decision-making process for student placement. Additionally, they will be involved in the student data collection, monitoring and analyzing student data, communicating the process to parents and supporting interventions plans as well as collaborating with teachers. The school will also work collaboratively with the district assigned Social Worker to provide support and resources as needed as well as provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act).

The Leadership Team will mentor based on student needs. Each member will meet with certain students as needed to discuss their academic progress, offer assistance with resources and provide an opportunity for the students to share their thoughts, successes, and challenges. The Leadership Team includes the Administrators, Guidance Counselors, Literacy Coach, Curriculum Resource Teacher, and ESE School Specialist.

We also partner regularly with our school psychologist and social worker as needed.

### 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.**

As a leadership team, along with classroom teachers, we consistently track multiple sources of data to determine early warning indicators in order to implement interventions to increase student success. Leadership meetings occur once per month during which time we review this data, decide on next steps, and evaluate the effectiveness of previous interventions. In addition, the school's leadership team holds individual data meetings with each teacher once per quarter where these data sources are also reviewed. The data sources utilized to identify early warning indicators are: attendance below 90 percent, one or more suspensions, course failure in any core course (including ELA or Math), and Level 1 scores on FSA or reading/math deficiencies in iReady.

**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	28	15	11	14	10	8	0	0	0	0	0	0	0	86
One or more suspensions	2	1	1	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	7	6	6	1	4	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	90	57	85	35	41	77	0	0	0	0	0	0	0	385
Level 1 on FSA Math	0	0	0	25	20	28	0	0	0	0	0	0	0	73
Level 1 on FSA ELA	0	0	0	10	21	23	0	0	0	0	0	0	0	54
Level 1 on FCAT Science	0	0	0	0	0	26	0	0	0	0	0	0	0	26

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

- MTSS
- Attendance Meetings
- Attendance Incentive Plan School Wide
- Incentives
- Fun Fridays
- Intervention Groups Reading and Math
- Leader in Me - 7 Habits of Effective People
- Suspension Reduction Plan
- Growth Mindset
- Mentoring
- Individual Behavior Plans
- LEAPS Lessons
- Science Boot Camp
- Accelerated Reader as a reading incentive
- Personalized Learning Math Paths
- Differentiated Instruction



Scaffolding for Depth of Knowledge  
STEM Activities  
Wonderful Wednesday STEAM Curriculum  
Kiwanis-Terrific Kids and Bringing Up Grades (BUGS) recognition  
Student of the Month  
Pre-K Testing  
IReady  
During School Math Tutoring Grades 3-5  
FIT Tutoring Grades K-5  
After School math Tutoring Grades 2-5  
Curriculum Associates - Ready Florida for Math Grades 4-5  
TIMES Read - 4th  
Curriculum Associates - Ready Florida for Math and English Language Arts - 3rd  
Support Coach Grades 1, 3-5  
Data Chats each nine weeks  
Academic Tutors in Grades K-1  
TA Tutors in 2-5

## 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?**

No

### **1. PFEP Link**

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

### **2. Description**

Grassy Lake incorporates an estimated 30 - 40 parent involvement activities on campus. The parent attendance to these events averages around 40%. We would like to see an increase in our academic based school activities. These will be our targets for the upcoming year.

In addition to our successful volunteer program, Grassy Lake participated in the Dad Take Your Child to School Day. All father figures were welcomed, including stepfathers, grandfathers, uncles, brothers, foster fathers and other significant role models. Although the event is centered on fathers, mothers and other family members were also welcome to attend. The intent of this initiative is to highlight the significant difference fathers and father figures can make by taking a more active role in their children's educational experience. When fathers play a more active role in a child's education, children perform better academically; have fewer discipline problems; and become more responsible adults.

We are working to implement another communication tool, the Remind App, to provide timely information to parents for upcoming events of which they can be involved, as well as re-establish a school-wide newsletter.

We are working towards reinvigorating our SAC and PTO to increase parent involvement within those two organizations.

**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.**

Grassy Lake has been very successful in building and sustaining partnerships with the local community. Invitations are sent out at the beginning of each year to any new businesses to encourage their support. In our effort to continue to successfully integrate technology into the classroom and ensure that our technology is in good working condition, the administrative team works closely with our PTO Board. Through that collaboration we were able to secure a donation of computers (desk tops and laptops) from Sea World.

We work in partnership with the Kiwanis and Rotary to provide our students dictionaries and thesauruses, as well as recognition/rewards for good character and academic achievement.

Our PTO, SAC, school leadership team and school secretary work to communicate with local businesses and secure resources to support our school.

School administration also meets regularly with the city of Minneola to ensure we have the support we need through resources and safety measures.

In recognition of our partnerships, Grassy Lake will once again strive for the the "5 Star School Award". The criteria for this award includes a successful community and business partnership.

**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
Williams, Julie	Principal
Shaffer, Natalie	Assistant Principal
Carmody, Karen	Assistant Principal
Foster, Rebecca	Instructional Coach
Teron, Damaris	Other
Adams, Gail	School Counselor
Ardizone, Jennifer	School Counselor
Roe, Lesa	Teacher, K-12
Rozar, Wendy	Teacher, K-12
Thibault, Tiffany	Teacher, K-12
Mabry, Michelle	Instructional Coach

**b. Duties**

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

Julie Williams (Principal), Natalie Shaffer (AP), Karen Carmody (AP), Gail Adams (Guidance Counselor), Jennifer Ardizone (Guidance Counselor), Damaris Teron (ESE Specialist), Rebecca Foster (Literacy Coach), Michelle Mabry (CRT), Wendy Rozar (Teacher Rep), Tiffany Thibault

(Teacher Rep), and Lesa Roe (Teacher Rep) will serve as the School Leadership Team at Grassy Lake Elementary School. As a team, we will collaborate to ensure that we have a shared focus and goal for our students. As a team we will develop, initiate and monitor educational programs while also making sure each student has an opportunity to excel academically in a safe environment. Each of us will strive to keep abreast of changes and development in the profession by attending professional development trainings, reading professional journals and sharing information from district meetings. During the weekly leadership meetings, data from classroom walk-throughs will be discussed (instructional best practices and strategies as well as concerns). Additionally, we will plan, direct and conduct staff meetings as a team. During these meetings, policy changes, instructional programs, potential problems and resolutions and other school related issues will be discussed.

**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.**

MTSS (Julie Williams/Rebecca Foster/Jennifer Arizone):

The school-based MTSS leadership team will meet with classroom teachers at scheduled intervals, which may span from six to eight weeks (or sooner if need be), to monitor and review student progress data and determine the effectiveness of Tier 2 and 3 interventions being implemented. Supplementary instructional resources will be discussed, and students will be moved across the tiers as data warrants.

Supplemental Academic Instruction (SAI) (Natalie Shaffer):

Grassy Lake has a strong need to lower the number of Level 1 and 2 students in the area of mathematics. For the purpose of the allocated SAI funds, GLES intends to focus our efforts on current 3rd, 4th and 5th grade students. GLES will use approximately 99% of the SAI budget to fund a part-time math tutor who will tutor students individually and in small groups to remediate math concepts unique to these students' needs. Mrs. Shaffer, Assistant Principal, will pull student data monthly for progress monitoring the effectiveness of the program as well as monitor the budget by working with the bookkeeper.

Title I (Julie Williams):

The Lake County School District provides tutoring for our homeless students in need of academic assistance.

Title II (Julie Williams):

The Lake County School District will receive supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III (Julie Williams/Gail Adams):

The Lake County School District will provide services and resources for our ELL students. The Guidance Department and the ELL Teacher Assistant will work closely together to ensure that all eligible students are in the program and their needs are being met.

Title X- Homeless (Julie Williams/Jennifer Ardizone):

With direction from the Lake County School District's Student Services Department, Grassy Lake's Guidance Department and the school assigned social worker will identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act). GLES will also participate in the Buses & Backpack program through a local partnership that provide food assistance to our families.

Violence Prevention Programs (Julie Williams/Michelle Mabry):

Grassy Lake Elementary will provide violence prevention programs to students through the Mendez “Too good for Drugs and Violence” programs. We will offer bully prevention training to teachers, students and parents. A Bullyproofing Your School Committee will be established with the purpose of working together to ensure that our Bullying Prevention Program is effective. Discipline referrals will be monitored and reviewed each quarter unless it is determined that the frequency should be increased.

Nutrition Programs (Natalie Shaffer):

The Lake County School District’s Food Service Department, in conjunction with Grassy Lake Elementary, will provide students with nutritious meals. Information on nutrition will be provided to families on the School District website. Administration, Food Service Manager and the District Food Service Department will work closely together to ensure that district policy is followed.

IDEA Funds (Damaris Teron):

The ESE School Specialist will use allocated IDEA funds to ensure we are meeting the needs of each student in our ESE classrooms and purchase materials and resources as appropriate to fulfill those needs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Sheila Copen	Parent
Renae Benoit	Parent
Venise Grice	Parent
Margaret Kirwan	Parent
Millye Rodriguez	Education Support Employee
Julie Williams	Principal
Gayle Tomasini	Business/Community
Pam Rodgers	Teacher
Trenita Holladay	Teacher
Kristen Orton	Parent
Gena Lederhandler	Parent
Tandra Archie	Parent
Matt Burklew	Parent
Damaris Teron	Teacher
Jossimar Soto	Parent
Jessica Galo	Parent
Amanda Daniels	Parent
Joseph Bennett	Parent
Lindsay Messner	Parent
Barbara Gadiel	Parent
Kimberly Tripplett	Parent
Lou Somaru	Parent
Martin Nazario	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*

During the September 2017 SAC meeting, the school's student achievement data will be shared with the committee. This data includes iStation, iReady growth, the FSA ELA/Math scores and growth for 3rd - 5th grades, the District and the State. The School's SAI plan will be shared which will address the deficiency in Math. The school will continue to include Science Lab on the Enrichment Wheel. Additionally, Wonderful Wednesday will continue to be incorporated to provide each grade level with a day of collaboration with the focus on the standards.

We discussed progress and best practices from the previous year's SIP and finalized/voted on the 2017-18 SIP at that time. The SIP was then submitted.

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

The SAC committee will assist in the development of the School Improvement Plan. Each section of the plan will be reviewed with the committee and any needed adjustments made. The committee will

then formally approve the School Improvement Plan. The committee will evaluate the effectiveness of the plan at the end of the year and make recommendations for next year's plan.

The 2016-2017 SIP was reviewed and finalized by our SAC on Sept., 20, 2016. The 2017-18 SIP was reviewed and finalized by our SAC on Sept., 26, 2017.

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

The SAC will work closely with the principal in the development and monitoring of the school budget.

Our SAC budget for the 2017-18 school year is \$8000.00. We have not yet allocated any funds to be dispersed for 2017-18. Last year, we used \$250 to fund a school safety program.

This year we also have \$5125 allocated for collaborative funds, which will be used by teachers in grade level writing teams to ensure lessons are focused on standards-based instruction, authentic literacy, and include common assessments for data review.

We received \$6769 for SAI funds from which we will hire a math tutor to provide remediation for students in the lower quartile in 3rd, 4th, and 5th grades, as well as a \$200 budget for supplies, math manipulatives, etc.

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

School Improvement funds were used last year \$250 to monitor the student safety before and after school for a teacher to spearhead a safety patrol program. This was the only expenditure from SAC last year, which left us with a \$1600 balance.

**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
Williams, Julie	Principal
Shaffer, Natalie	Assistant Principal
Carmody, Karen	Assistant Principal
Foster, Rebecca	Instructional Coach
Mabry, Michelle	Instructional Coach
Ailes, Jaime	Teacher, K-12
Benjamin, Nalani	Teacher, K-12
Fetters, Erin	Teacher, K-12
Haynes, Leslie	Teacher, K-12
Jordan, Dianne	Teacher, K-12
LaMagna, Amanda	Instructional Media
Lee, Becky	Teacher, K-12
Lewis, Cathy	Teacher, K-12
Polleri, Karmarie	Other
Rychert, Lindsay	Teacher, K-12
Sheppard, Katie	Teacher, K-12

### **b. Duties**

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

The LLT will focus on identifying the needs of the students by analyzing data and trends. Implementation of academic centers in the intermediate grades will be monitored by the LLT to ensure they are standards based. Common Core Support Coach- Targeting Reading Comprehension will be added to the Reading block as a resource to utilized in meeting the ELA Standards. Jr. Great Books will be available for those students that need acceleration. Students in grades K-5 will also have the opportunity to use the online computer program Moby Max Reading, where the curriculum is adjusted automatically to every child's individual ability in all skill areas. Special reading events and activities will be planned by the LLT, such as Snuggle Up and Read, Celebrate Literacy week, Read Across America, Read Believe and Achieve, and Reading Paws.

In addition to administration, members of the LLT include a representative from each grade level, the Media Specialist, Speech & Language Pathologist and the Literacy Coach who also serves as the facilitator of the team.

### **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.**

Grassy Lake will implement "Wonderful Wednesday" which will provide each grade level including our enrichment team a full day for collaborative planning. The rotation schedule will provide a day of planning for each team every 7 weeks. In addition, common planning will be built in the master schedule to provide grade levels with the opportunity to collaborate, plan and meet together. The district calendar will also include a Professional Development day which will provide teachers with an opportunity to

continue to gain knowledge.

Collaborative Plan:

Additional funds (which were provided by the district as "collaborative time") will be provided to schedule an additional two hours of collaboration for each grade level outside of the regular work day. Each grade level team will work during their extra hours of collaborative time to closely examine the Florida Standards and plan sound lessons in ELA and Math. Teachers at each grade level will review data from common assessments, adjust common assessments, review the effectiveness of the lessons they have presented, and adjust their methodologies accordingly. Through appropriate documentation (lesson plans/meeting minutes), each team will be held accountable for what they produced during that time. Administration will continue to review these plans and progress monitoring data from each teacher throughout the year.

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

Grassy Lake Elementary adheres to the hiring procedures set by the Lake County School District. Candidates will be carefully screened and interviewed. All teachers at Grassy Lake Elementary will be Highly-Qualified as described by the Florida Department of Education. New teachers attend the New Teacher Orientation held in August, where District Policies and Procedures are reviewed with all new teachers to the county. Additionally, new teachers will attend weekly grade level Meetings, along with monthly administrative meetings.

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

New teachers will be mentored by an assigned teacher (based on LIFT status). In addition to the weekly grade level meetings, mentors will meet with their assigned new teacher once a week to ensure full understanding of all policies and procedures. If needed, we will pair a new teacher with a veteran in a co-teaching model.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

Through the support of the district, each teacher will have access to Scope and Sequence Curriculum Blueprints. Within the blueprints, they will find the Florida standards, pacing guide and instructional resources. The teachers will develop their lesson plans based on the blueprints provided. Any additional resources will be evaluated to ensure they too align with the Florida standards. Prior to renewing software programs, they will be evaluated to ensure their effectiveness in supporting teachers in providing instruction. Administration will continue to review lesson plans, observe lessons on a regular basis, and monitor meeting minutes in regard to alignment to the standards. In addition, the CRT and Literacy Coach will be present at each team collaboration session (Wonderful Wednesday) to ensure that grade level teams are aligning their lessons to the standards.

SAI Fund Plan:

We will also use SAI funds to hire a math tutor (also a certified teacher) to provide assistance to struggling students in the lower quartile. She will focus on tutoring for 3rd, 4th, and 5th grade



struggling students in math via small group a total of 9 hours per week. We have done this the past 3 years with SAI funds, and have seen gains in math in all three grade levels.

## **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.**

Grassy Lake will be a data driven school. Through the implementation of the progress monitoring plan, data is disaggregated to identify areas of strengths and weakness in academic performance. Though the use of centers, teachers will be able to group their students based on identified areas of need. These centers will range from remediation to acceleration. A writing component will also be added to the groups. After each iReady assessment, data will be pulled and reviewed to determine the appropriate grouping for students. iReady is the online computer program where the curriculum is adjusted automatically to each student's individual ability in math and also provides us a diagnostic tool for reading.

Data Meetings will be held each quarter. Teachers will complete a data sheet, then meet with the Leadership team to discuss the academic performance of their students, how instruction has been differentiated to meet their needs, remediation or acceleration, and support services. The leadership team will also progress monitor students throughout the year. Team members will meet with their assigned students, review their data and provide support (academic resources, emotional, etc.). Team members will also have continuous dialogue with the teachers.

**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:** 240

Students who are enrolled in the Extended Learning Program will be provided academic support through tutoring and assistance with homework on skills taught in the classroom. A computer station will be set up so that the students will also have access to the iReady and Moby Max to practice Reading/Math skills. Certified teachers will tutor students daily.

### **Strategy Rationale**

This program is in place to assist parents who work beyond the school day. It will provide students will assistance should their be a need as they complete their homework. Tutoring will provide struggling students with additional academic support.

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Williams, Julie, williamsj2@lake.k12.fl.us

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

Monitors check student homework as well as academic performance through assessments.

## 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.**

Grassy Lake Elementary hosts Kindergarten Star Search to help orient students and parents to the school's policies and procedures. Additionally, teachers schedule Kindergarten academic screenings to be utilized during class placements and curriculum adjustments. Academic screenings will continue to be utilized as incoming kindergarteners arrive after the start of school and if necessary throughout the year.

Our 5th grade students participate in preparing for middle school. An assembly will be held during the year for a presentation from the middle school guidance counselor to discuss expectations. Students will also be introduced to the Arts by listening to musical ensembles from the middle schools and watching musical drama performances.

Our 5th grade students are also currently in rotations/departmentalized which mimics the middle school schedule and structure on a smaller scale.

### 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.**

N/A

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

N/A

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

N/A

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

N/A

## II. Needs Assessment

The school's completion of this 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.

GLES demonstrated growth in all tested areas (3rd - 5th FSA ELA and Math) and stayed consistent in 5th Grade FCAT Science. Although we saw growth in 3rd grade math, we have identified this as an area of focus for the upcoming year, with a plan for targeted math interventions via our SAI plan.

### **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.

Last year we targeted our 5th grade math for remediation interventions and as a result grew 16 points in that area. We plan to give the same consideration to 3rd grade math this school year, anticipating similar results.

### **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.** GLES will implement, monitor, and support quality interventions for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standards.
- G2.** By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students.
- G3.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction as well as include authentic literacy in all content areas for all students.

## 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.** GLES will implement, monitor, and support quality interventions for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standards.

1a

G097867

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	70.0
Math Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of quality interventions for struggling students, especially in mathematics
- Lack of consistent alignment of strategies for teachers to provide acceleration opportunities to students who have shown mastery in ELA/Math

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

- Administration, CRT, MTSS Coordinator, ESE Specialist, Guidance Counselors, Program Specialists ELA/Math

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

The leadership team will review data quarterly to ensure students are making the intended gains toward grade level proficiency (or above) in ELA/Math

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/31/2017 to 5/25/2018

**Evidence of Completion**

iReady, math grades, student work and assessment samples, data forms, FSA math

**G2.** By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students. 1a

G097868

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	3.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of a consistent system in place for reviewing data and developing action steps.
- Lack of a consistent positive behavior support system in all grades as well as ESE/EBD classrooms.

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

- Administration, CRT, Literacy Coach, Guidance Counselors, ESE Specialist, Skyward Data, Decision Ed, PBS research and best practices

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

We will monitor progress based on attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences.

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences

**G3.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction as well as include authentic literacy in all content areas for all students. **1a**

G097869

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	70.0
Math Gains	70.0

**Targeted Barriers to Achieving the Goal** **3**

- Inconsistent use and lack of experience in best practices for standards-based instruction and authentic literacy in all content areas
- Inconsistency in data review/analysis within grade levels, classes, and subgroups

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

- Administrators, Literacy Coach, CRT, Curriculum Blueprints, Test Item Specs, Collaborative Planning Structure, Structure to Share Best Practices, Progress Monitoring Data

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

The following assessments and data points will be collected and analyzed during leadership team meetings, collaborative planning sessions, and data review meetings: iReady, Grades, LSA (5th Science), FSA, FCAT Science, and STAR Reading.

**Person Responsible**

Julie Williams

**Schedule**

Monthly, from 10/2/2017 to 5/18/2018

**Evidence of Completion**

Assessment data (iReady, LSA, FCAT Science, STAR Reading), changes to action plan based on 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.** GLES will implement, monitor, and support quality interventions for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standards. **1**

 G097867

**G1.B1** Lack of quality interventions for struggling students, especially in mathematics **2**

 B263147

**G1.B1.S1** We will implement a math tutor position for grades 3-5 for students in the lower quartile in mathematics, in which certain students will receive 30 minutes of extra tutoring per week during the school day. **4**

 S278631

### Strategy Rationale

If we implement, monitor, and support in-house tutoring during the school day, struggling students will receive the extra remediation they need to close the gaps.

### Action Step 1 **5**

Hire a tutor through SAI funds for 9 hours per week for 23.5 weeks to tutor lower quartile students in math

#### Person Responsible

Natalie Shaffer

#### Schedule

On 10/17/2017

#### Evidence of Completion

SAI funds approved, tutor hired through LCS, tutoring schedule, tutoring visits, data forms for tutoring students



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

Develop and utilize schedule of tutoring for students in lower quartile in math in grades 3, 4, and 5

**Person Responsible**

Natalie Shaffer

**Schedule**

On 10/31/2017

***Evidence of Completion***

tutoring schedule, tutoring visits, tutoring data forms

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

Review data/progress monitoring of those students involved in this math tutoring

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/31/2017 to 5/25/2018

***Evidence of Completion***

iReady, Student Work Samples, Data Chat Forms

**G1.B1.S2** Our two classroom TAs will now tutor our struggling students during the school day (in grades 2-5) in ELA/Math or Science (for 5th grade) 4

S278632

### **Strategy Rationale**

If we implement, monitor, and support in-house tutoring during the school day, struggling students will receive the extra remediation they need to close the gaps.

### **Action Step 1** 5

We will implement and utilize a schedule for our two classroom TAs to tutor struggling students in each of our classrooms in grades 2-5 each week.

#### **Person Responsible**

Julie Williams

#### **Schedule**

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

#### **Evidence of Completion**

Tutoring schedule, iReady data, FSA data, data chat forms, tutoring observations

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Develop and utilize schedule of tutoring by our classroom TAs for struggling students in grades 2-5 in ELA, math, and science (5th)

#### **Person Responsible**

Julie Williams

#### **Schedule**

On 9/1/2017

#### **Evidence of Completion**

tutoring schedule, tutoring visits, data chat forms

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Review data/progress monitoring of those students involved in this tutoring

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/16/2017 to 5/25/2018

**Evidence of Completion**

iReady data, classroom grades, student work, FSA data, data chats/forms

**G1.B2** Lack of consistent alignment of strategies for teachers to provide acceleration opportunities to students who have shown mastery in ELA/Math 2

 B263148

**G1.B2.S1** We will implement a vertical alignment committee for math to identify ways in which teachers can provide quality acceleration opportunities to students already showing mastery. 4

 S278633

**Strategy Rationale**

If we implement, monitor, and support in-house acceleration opportunities during the school day, students will receive the extra challenge they require to continue their progress in math

**Action Step 1 5**

Choose members for the math vertical alignment committee as well as plan for and utilize a committee meeting schedule/agendas that address acceleration opportunities

**Person Responsible**

Karen Carmody

**Schedule**

On 8/31/2017

**Evidence of Completion**

List of committee members/sign-in sheets, committee meeting schedule, agendas, meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Ensure that the math vertical alignment meetings are taking place as indicated on the schedule, that committee members are present and participating, and that discussion/collaboration addresses acceleration opportunities

**Person Responsible**

Karen Carmody

**Schedule**

Monthly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

meeting visits, meeting agendas, meeting minutes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Ensure that as a result of the meetings, teachers are able to utilize strategies to accelerate students in their classrooms resulting in increased achievement in top quartile students

**Person Responsible**

Karen Carmody

**Schedule**

Weekly, from 8/31/2017 to 5/25/2018

***Evidence of Completion***

Learning walks, TEAM evaluations/observations, lesson plans, data chats, iReady data, FSA data

**G1.B2.S2** We will implement a vertical alignment day for all teachers to identify ways in which they can not only remediate struggling students and identify/resolve curricular gaps, but also to provide best practices on quality acceleration opportunities to students already showing mastery in ELA/Math. 4

S278634

### Strategy Rationale

If we implement, monitor, and support in-house acceleration opportunities during the school day, students will receive the extra challenge they require to continue their progress in math/ELA

### Action Step 1 5

Schedule a vertical alignment day, session assignments for all teachers by grade level and subject area, and agenda/guiding questions for each session that day.

#### Person Responsible

Natalie Shaffer

#### Schedule

On 12/21/2017

#### Evidence of Completion

Schedule, List of Session Assignments, Agenda and List of Guiding Questions, Minutes from Each Session

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Leadership Team will be assigned to each session to ensure that teachers are addressing the questions pertaining to resolving curriculum gaps, interventions, and acceleration.

#### Person Responsible

Natalie Shaffer

#### Schedule

On 1/3/2018

#### Evidence of Completion

Schedule, List of Session Assignments, Agenda and List of Guiding Questions, Minutes from Each Session

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Quarterly discussions with each teacher regarding the analysis of their data and action plans, including tracking increases in academic achievement/data points.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Vertical Alignment Minutes, Data Review Meeting Notes

**G2.** By utilizing Early Warning Signs data, GLES will increase student attendance, positive student behaviors, and maintain a safe and supportive school environment for all students. 1

G097868

**G2.B1** Lack of a consistent system in place for reviewing data and developing action steps. 2

B263149

**G2.B1.S1** The GLES Leadership Team will review behavior and attendance data at least once per quarter during our Leadership Team Meetings where we will develop action steps to address any concerns. 4

S278635

**Strategy Rationale**

By meeting at least quarterly, the Leadership Team will be able to address concerns in a timely manner and identify action steps to meet immediate needs.

**Action Step 1 5**

Adjust and establish schedule/calendar, protocols, and expected outcomes for each quarterly behavior/attendance data review meeting with leadership team.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/2/2017 to 10/13/2017

**Evidence of Completion**

Schedule, Facilitator, Protocols

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

Develop and utilize schedule for attendance/behavior data review meetings.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/2/2017 to 10/13/2017

**Evidence of Completion**

Schedule of Meetings; Minutes

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

Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Attendance/Behavior Data

**G2.B1.S2** The GLES Leadership Team will adjust our structured protocols for pulling and analyzing attendance and behavior data. 4

 S278636

### **Strategy Rationale**

By developing a clear, structured protocol for pulling and analyzing attendance and behavior data, it will ensure that we are effectively monitoring attendance/behavior and allow us to use accurate information to plan next steps.

### **Action Step 1** 5

Decide what data is most imperative to review and analyze, and create a schedule with the data clerk for pulling the data so it can be analyzed by the leadership team.

#### **Person Responsible**

Julie Williams

#### **Schedule**

Quarterly, from 10/2/2017 to 10/13/2017

#### ***Evidence of Completion***

List and schedule of data to be pulled and analyzed

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

Develop and utilize list of data to be analyzed to include schedule of review dates

#### **Person Responsible**

Julie Williams

#### **Schedule**

Quarterly, from 10/2/2017 to 10/13/2017

#### ***Evidence of Completion***

List of data and schedule of review



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

Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Attendance/Behavior Data

**G2.B2** Lack of a consistent positive behavior support system in all grades as well as ESE/EBD classrooms.

2

 B263150

**G2.B2.S1** The grade level teams will work together to develop a positive behavior system. 4

 S278637

**Strategy Rationale**

By developing a positive behavior system, teachers will uncover root causes of misbehavior as well as replace inappropriate behavior with more suitable behavior.

**Action Step 1 5**

Grade level teams will create and establish a structured positive behavior support system to be utilized across the grade level, which will include a review of best practices at other schools.

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/2/2017 to 10/30/2017

**Evidence of Completion**

PBS Plan; Team Meeting Minutes

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

Utilize structured positive behavior support system (PBS) for intermediate level students.

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

***Evidence of Completion***

PBS Plan, 5th Grade Meeting Minutes

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

Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.

**Person Responsible**

Natalie Shaffer

**Schedule**


Quarterly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Behavior Data, OSS Rates

**G2.B2.S2** The ESE/EBD team will develop a positive behavior system aligned to their students' needs.

4

 S278638

### **Strategy Rationale**

By developing a positive behavior system, teachers will uncover root causes of misbehavior as well as replace inappropriate behavior with more suitable behavior.

### **Action Step 1** 5

The ESE/EBD Team will create and establish a structured positive behavior support system to be utilized within their classes and with administration and the ESE Specialist.

#### **Person Responsible**

Karen Carmody

#### **Schedule**

Quarterly, from 10/2/2017 to 10/13/2017

#### **Evidence of Completion**

PBS Plan

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Develop a structured positive behavior support system (PBS) for students in the ESE/EBD classrooms.

#### **Person Responsible**

Karen Carmody

#### **Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

#### **Evidence of Completion**

PBS Plan and Behavior Tracking Logs

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.

**Person Responsible**

Karen Carmody

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Behavior/Discipline Data

**G3.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction as well as include authentic literacy in all content areas for all students. 1

G097869

**G3.B1** Inconsistent use and lack of experience in best practices for standards-based instruction and authentic literacy in all content areas 2

B263151

**G3.B1.S1** We will implement Wonderful Wednesday (all day team common collaboration time) once per quarter to support teachers planning in standards-based instruction and authentic literacy. 4

S278639

**Strategy Rationale**

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for standards-based instruction and authentic literacy.

**Action Step 1 5**

Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning timeframes, and expected products for Wonderful Wednesday

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

**Evidence of Completion**

Schedule, Norms, Protocols, Products, Deliverables

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

Develop and utilize administrative/coach schedule for attending and supporting common planning weekly

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

Schedule for support

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

Leadership team will conduct weekly learning walks to measure impact of common planning on standards-based instruction and authentic literacy

**Person Responsible**

Natalie Shaffer

**Schedule**

Weekly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Learning Walk Data

**G3.B1.S2** We will implement a monthly structured professional development where identified teachers will share and model best practices and high-yield instructional strategies in all content areas to increase teacher knowledge in standards-based instruction and authentic literacy. 4

S278640

### Strategy Rationale

If we implement, monitor, and support a structured opportunity for teachers to share best practices centered on standards-based instruction and authentic literacy, we will increase the knowledge base and instructional tool box of our teachers.

### Action Step 1 5

Create and establish a professional development structure and calendar, establish protocols, and expected outcomes.

#### Person Responsible

Julie Williams

#### Schedule

Quarterly, from 8/21/2017 to 10/30/2017

#### Evidence of Completion

Calendar, Protocols, Expected Outcomes

### Action Step 2 5

Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.

#### Person Responsible

Julie Williams

#### Schedule

Quarterly, from 8/21/2017 to 10/30/2017

#### Evidence of Completion

Survey Monkey questionnaire for teachers, leadership meeting minutes, teacher data, student data, learning walk data

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Develop and utilize schedule and protocol for professional development and best practice sessions

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

Schedule of PD, Protocol list

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Assign topics to be covered and facilitators for each session

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

List of Topics and Facilitators

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Leadership team will conduct weekly learning walks to measure impact of professional development/sharing of best practices on standards based instruction and authentic literacy.

**Person Responsible**

Natalie Shaffer

**Schedule**

Weekly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Learning Walk Data

**G3.B1.S3** We will implement an additional 2 hours per teacher of collaboration time outside of school hours to support teacher planning in standards-based instruction and authentic literacy. 4

S278641

### Strategy Rationale

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for standards-based instruction and authentic literacy.

### Action Step 1 5

All teachers will receive 2 hours of additional collaborative planning time with their teams (outside of school hours) to support teacher planning in standards-based instruction and authentic literacy.

#### Person Responsible

Natalie Shaffer

#### Schedule

On 4/30/2018

#### Evidence of Completion

Teachers will provide administration the tasks completed during these 2 hours which may include common subject/grade level assessments, lesson plans, data review/next steps, and meeting minutes.

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration, Literacy Coach, and CRT will review all products completed during the extra collaboration time.

#### Person Responsible

Natalie Shaffer

#### Schedule

Monthly, from 10/2/2017 to 4/30/2018

#### Evidence of Completion

Teachers will provide administration the tasks completed during these 2 hours which may include common subject/grade level assessments, lesson plans, data review/next steps, and meeting minutes.



**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Leadership Team will conduct data chats with individual teachers to ensure that the common assessments and newly aligned lesson plans are in fact increasing student achievement as designed.

**Person Responsible**

Julie Williams


**Schedule**

Quarterly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Various Sources of Data (iReady, STAR, LSA, Assessment Data, Quarterly Grades, etc.),  
Data Chat Forms

**G3.B2** Inconsistency in data review/analysis within grade levels, classes, and subgroups **2**

 B263152

**G3.B2.S1** We will implement quarterly data chats between leadership team and all teachers to review all student data to ensure consistent and timely progress monitoring. **4**

 S278642

**Strategy Rationale**

If we implement and monitor quarterly data chats, we will see trends and form action plans to drive instruction and appropriately differentiate for all of our students' needs.

**Action Step 1** **5**

Adjust data reporting/progress monitoring form by which teachers consolidate individual student grades and assessment information from all key data sources.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

**Evidence of Completion**

Data Reporting/Progress Monitoring Form

**Action Step 2** **5**

Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data review meeting with all teachers.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

**Evidence of Completion**

Calendar/Schedule, List of Protocols, Expected Outcomes

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Develop and utilize schedule for data review meetings.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

Schedule of data meetings

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Implement common data sheet and clearly defined protocols for data review meetings.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

Data Sheet Template and Protocols

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Quarterly discussions with each teacher regarding the analysis of their data and action plans, as well as tracking increases in academic achievement/data points.

**Person Responsible**

Julie Williams

**Schedule**

Quarterly, from 10/30/2017 to 5/18/2018

***Evidence of Completion***

Data Review Meeting Notes

**G3.B2.S2** Literacy Coach and CRT will facilitate and support data review and analysis during structured collaborative time with all grade levels. 4

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### **Strategy Rationale**

If we facilitate and support data analysis with our teachers, they will be able to build action plans and adjust instruction to meet the needs of all students.

### **Action Step 1** 5

Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for data review/intergration for collaborative time with each grade level.

#### **Person Responsible**

Natalie Shaffer

#### **Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

#### **Evidence of Completion**

Schedule/Calendar, Facilitator/Coach, Protocols, Expected Outcomes

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Create schedule of facilitators assigned to attend and support teachers during each common planning session

#### **Person Responsible**

Julie Williams

#### **Schedule**

Quarterly, from 10/2/2017 to 5/18/2018

#### **Evidence of Completion**

Schedule of common planning meetings with facilitator assigned

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Develop and implement protocol for data review during common planning.

**Person Responsible**

Natalie Shaffer

**Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

***Evidence of Completion***

Protocol document

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Review data reporting forms to ensure consistent reporting and analysis of data.

**Person Responsible**

Karen Carmody

**Schedule**

Quarterly, from 8/21/2017 to 10/13/2017

***Evidence of Completion***

Data Reporting Forms, Collaborative Planning Minutes

## 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.B2.S1.A1 A375396	Choose members for the math vertical alignment committee as well as plan for and utilize a...	Carmody, Karen	8/7/2017	List of committee members/sign-in sheets, committee meeting schedule, agendas, meeting minutes	8/31/2017 one-time
G1.B1.S2.MA1 M405576	Develop and utilize schedule of tutoring by our classroom TAs for struggling students in grades 2-5...	Williams, Julie	8/28/2017	tutoring schedule, tutoring visits, data chat forms	9/1/2017 one-time
G2.B1.S1.MA1 M405583	Develop and utilize schedule for attendance/behavior data review meetings.	Williams, Julie	10/2/2017	Schedule of Meetings; Minutes	10/13/2017 quarterly
G2.B1.S1.A1 A375398	Adjust and establish schedule/calendar, protocols, and expected outcomes for each quarterly...	Williams, Julie	10/2/2017	Schedule, Facilitator, Protocols	10/13/2017 quarterly
G2.B1.S2.MA1 M405585	Develop and utilize list of data to be analyzed to include schedule of review dates	Williams, Julie	10/2/2017	List of data and schedule of review	10/13/2017 quarterly
G2.B1.S2.A1 A375399	Decide what data is most imperative to review and analyze, and create a schedule with the data...	Williams, Julie	10/2/2017	List and schedule of data to be pulled and analyzed	10/13/2017 quarterly
G2.B2.S2.A1 A375401	The ESE/EBD Team will create and establish a structured positive behavior support system to be...	Carmody, Karen	10/2/2017	PBS Plan	10/13/2017 quarterly
G3.B2.S2.MA1 M405601	Review data reporting forms to ensure consistent reporting and analysis of data.	Carmody, Karen	8/21/2017	Data Reporting Forms, Collaborative Planning Minutes	10/13/2017 quarterly
G1.B1.S1.A1 A375394	Hire a tutor through SAI funds for 9 hours per week for 23.5 weeks to tutor lower quartile students...	Shaffer, Natalie	10/1/2017	SAI funds approved, tutor hired through LCS, tutoring schedule, tutoring visits, data forms for tutoring students	10/17/2017 one-time
G2.B2.S1.A1 A375400	Grade level teams will create and establish a structured positive behavior support system to be...	Shaffer, Natalie	10/2/2017	PBS Plan; Team Meeting Minutes	10/30/2017 quarterly
G3.B1.S1.MA1 M405592	Develop and utilize administrative/coach schedule for attending and supporting common planning...	Williams, Julie	8/21/2017	Schedule for support	10/30/2017 quarterly
G3.B1.S1.A1 A375402	Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning...	Williams, Julie	8/21/2017	Schedule, Norms, Protocols, Products, Deliverables	10/30/2017 quarterly
G3.B2.S1.MA1 M405599	Develop and utilize schedule for data review meetings.	Williams, Julie	8/21/2017	Schedule of data meetings	10/30/2017 quarterly
G3.B2.S1.MA2 M405600	Implement common data sheet and clearly defined protocols for data review meetings.	Williams, Julie	8/21/2017	Data Sheet Template and Protocols	10/30/2017 quarterly
G3.B2.S1.A1 A375406	Adjust data reporting/progress monitoring form by which teachers consolidate individual student...	Williams, Julie	8/21/2017	Data Reporting/Progress Monitoring Form	10/30/2017 quarterly
G3.B2.S1.A2 A375407	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data...	Williams, Julie	8/21/2017	Calendar/Schedule, List of Protocols, Expected Outcomes	10/30/2017 quarterly
G3.B1.S2.MA1 M405594	Develop and utilize schedule and protocol for professional development and best practice sessions	Williams, Julie	8/21/2017	Schedule of PD, Protocol list	10/30/2017 quarterly
G3.B1.S2.MA2 M405595	Assign topics to be covered and facilitators for each session	Williams, Julie	8/21/2017	List of Topics and Facilitators	10/30/2017 quarterly
G3.B1.S2.A1 A375403	Create and establish a professional development structure and calendar, establish protocols, and...	Williams, Julie	8/21/2017	Calendar, Protocols, Expected Outcomes	10/30/2017 quarterly

**Lake - 0068 - Grassy Lake Elementary School - 2017-18 SIP**  
*Grassy Lake Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A2 A375404	Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs,...	Williams, Julie	8/21/2017	Survey Monkey questionnaire for teachers, leadership meeting minutes, teacher data, student data, learning walk data	10/30/2017 quarterly
G3.B2.S2.MA2 M405603	Develop and implement protocol for data review during common planning.	Shaffer, Natalie	8/21/2017	Protocol document	10/30/2017 quarterly
G3.B2.S2.A1 A375408	Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for...	Shaffer, Natalie	8/21/2017	Schedule/Calendar, Facilitator/Coach, Protocols, Expected Outcomes	10/30/2017 quarterly
G1.B1.S1.MA1 M405574	Develop and utilize schedule of tutoring for students in lower quartile in math in grades 3, 4, and...	Shaffer, Natalie	10/23/2017	tutoring schedule, tutoring visits, tutoring data forms	10/31/2017 one-time
G1.B2.S2.A1 A375397	Schedule a vertical alignment day, session assignments for all teachers by grade level and subject...	Shaffer, Natalie	10/25/2017	Schedule, List of Session Assignments, Agenda and List of Guiding Questions, Minutes from Each Session	12/21/2017 one-time
G1.B2.S2.MA1 M405580	Leadership Team will be assigned to each session to ensure that teachers are addressing the...	Shaffer, Natalie	1/3/2018	Schedule, List of Session Assignments, Agenda and List of Guiding Questions, Minutes from Each Session	1/3/2018 one-time
G3.B1.S3.MA1 M405597	Administration, Literacy Coach, and CRT will review all products completed during the extra...	Shaffer, Natalie	10/2/2017	Teachers will provide administration the tasks completed during these 2 hours which may include common subject/ grade level assessments, lesson plans, data review/next steps, and meeting minutes.	4/30/2018 monthly
G3.B1.S3.A1 A375405	All teachers will receive 2 hours of additional collaborative planning time with their teams...	Shaffer, Natalie	10/2/2017	Teachers will provide administration the tasks completed during these 2 hours which may include common subject/ grade level assessments, lesson plans, data review/next steps, and meeting minutes.	4/30/2018 one-time
G2.MA1 M405590	We will monitor progress based on attendance data (>10% absences); OSS behavior data, number of...	Shaffer, Natalie	10/30/2017	Attendance data (>10% absences); OSS behavior data, number of referrals and types of incidences	5/18/2018 quarterly
G3.MA1 M405604	The following assessments and data points will be collected and analyzed during leadership team...	Williams, Julie	10/2/2017	Assessment data (iReady, LSA, FCAT Science, STAR Reading), changes to action plan based on data	5/18/2018 monthly
G2.B1.S1.MA1 M405582	Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.	Shaffer, Natalie	10/30/2017	Attendance/Behavior Data	5/18/2018 quarterly
G2.B2.S1.MA1 M405586	Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.	Shaffer, Natalie	10/2/2017	Behavior Data, OSS Rates	5/18/2018 quarterly
G2.B2.S1.MA1 M405587	Utilize structured positive behavior support system (PBS) for intermediate level students.	Shaffer, Natalie	10/30/2017	PBS Plan, 5th Grade Meeting Minutes	5/18/2018 quarterly
G3.B1.S1.MA1 M405591	Leadership team will conduct weekly learning walks to measure impact of common planning on...	Shaffer, Natalie	10/2/2017	Learning Walk Data	5/18/2018 weekly
G3.B2.S1.MA1 M405598	Quarterly discussions with each teacher regarding the analysis of their data and action plans, as...	Williams, Julie	10/30/2017	Data Review Meeting Notes	5/18/2018 quarterly
G1.B2.S2.MA1 M405579	Quarterly discussions with each teacher regarding the analysis of their data and action plans,...	Williams, Julie	10/30/2017	Vertical Alignment Minutes, Data Review Meeting Notes	5/18/2018 quarterly
G2.B1.S2.MA1 M405584	Leadership Team will meet quarterly to look for decreases in behavior data and excessive absences.	Williams, Julie	10/30/2017	Attendance/Behavior Data	5/18/2018 quarterly
G2.B2.S2.MA1 M405588	Leadership Team will meet quarterly to look at data for decreases in undesirable behavior.	Carmody, Karen	10/30/2017	Behavior/Discipline Data	5/18/2018 quarterly

**Lake - 0068 - Grassy Lake Elementary School - 2017-18 SIP**  
*Grassy Lake 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.S2.MA1 M405589	Develop a structured positive behavior support system (PBS) for students in the ESE/EBD classrooms.	Carmody, Karen	10/30/2017	PBS Plan and Behavior Tracking Logs	5/18/2018 quarterly
G3.B1.S2.MA1 M405593	Leadership team will conduct weekly learning walks to measure impact of professional...	Shaffer, Natalie	10/2/2017	Learning Walk Data	5/18/2018 weekly
G3.B2.S2.MA1 M405602	Create schedule of facilitators assigned to attend and support teachers during each common planning...	Williams, Julie	10/2/2017	Schedule of common planning meetings with facilitator assigned	5/18/2018 quarterly
G3.B1.S3.MA1 M405596	Leadership Team will conduct data chats with individual teachers to ensure that the common...	Williams, Julie	10/2/2017	Various Sources of Data (iReady, STAR, LSA, Assessment Data, Quarterly Grades, etc.), Data Chat Forms	5/18/2018 quarterly
G1.MA1 M405581	The leadership team will review data quarterly to ensure students are making the intended gains...	Shaffer, Natalie	10/31/2017	iReady, math grades, student work and assessment samples, data forms, FSA math	5/25/2018 quarterly
G1.B1.S1.MA1 M405573	Review data/progress monitoring of those students involved in this math tutoring	Shaffer, Natalie	10/31/2017	iReady, Student Work Samples, Data Chat Forms	5/25/2018 quarterly
G1.B2.S1.MA1 M405577	Ensure that as a result of the meetings, teachers are able to utilize strategies to accelerate...	Carmody, Karen	8/31/2017	Learning walks, TEAM evaluations/ observations, lesson plans, data chats, iReady data, FSA data	5/25/2018 weekly
G1.B2.S1.MA1 M405578	Ensure that the math vertical alignment meetings are taking place as indicated on the schedule,...	Carmody, Karen	8/7/2017	meeting visits, meeting agendas, meeting minutes	5/25/2018 monthly
G1.B1.S2.MA1 M405575	Review data/progress monitoring of those students involved in this tutoring	Williams, Julie	10/16/2017	iReady data, classroom grades, student work, FSA data, data chats/forms	5/25/2018 quarterly
G1.B1.S2.A1 A375395	We will implement and utilize a schedule for our two classroom TAs to tutor struggling students in...	Williams, Julie	8/28/2017	Tutoring schedule, iReady data, FSA data, data chat forms, tutoring observations	5/25/2018 weekly



## V. Professional Development Opportunities

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

**G1.** GLES will implement, monitor, and support quality interventions for struggling students as well as implement opportunities for acceleration for students already showing mastery of grade level standards.

**G1.B2** Lack of consistent alignment of strategies for teachers to provide acceleration opportunities to students who have shown mastery in ELA/Math

**G1.B2.S2** We will implement a vertical alignment day for all teachers to identify ways in which they can not only remediate struggling students and identify/resolve curricular gaps, but also to provide best practices on quality acceleration opportunities to students already showing mastery in ELA/Math.

### **PD Opportunity 1**

Schedule a vertical alignment day, session assignments for all teachers by grade level and subject area, and agenda/guiding questions for each session that day.

#### **Facilitator**

Natalie Shaffer/Rebecca Foster

#### **Participants**

All teachers

#### **Schedule**

On 12/21/2017

**G3.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction as well as include authentic literacy in all content areas for all students.

**G3.B1** Inconsistent use and lack of experience in best practices for standards-based instruction and authentic literacy in all content areas

**G3.B1.S2** We will implement a monthly structured professional development where identified teachers will share and model best practices and high-yield instructional strategies in all content areas to increase teacher knowledge in standards-based instruction and authentic literacy.

### **PD Opportunity 1**

Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.

#### **Facilitator**

TBD

#### **Participants**

All faculty

#### **Schedule**

Quarterly, from 8/21/2017 to 10/30/2017

**G3.B1.S3** We will implement an additional 2 hours per teacher of collaboration time outside of school hours to support teacher planning in standards-based instruction and authentic literacy.

### **PD Opportunity 1**

All teachers will receive 2 hours of additional collaborative planning time with their teams (outside of school hours) to support teacher planning in standards-based instruction and authentic literacy.

#### **Facilitator**

Grade Level Chairs, CRT, Literacy Coach

#### **Participants**

All teachers

#### **Schedule**

On 4/30/2018

## 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	Hire a tutor through SAI funds for 9 hours per week for 23.5 weeks to tutor lower quartile students in math	\$0.00
2	G1.B1.S2.A1	We will implement and utilize a schedule for our two classroom TAs to tutor struggling students in each of our classrooms in grades 2-5 each week.	\$0.00
3	G1.B2.S1.A1	Choose members for the math vertical alignment committee as well as plan for and utilize a committee meeting schedule/agendas that address acceleration opportunities	\$0.00
4	G1.B2.S2.A1	Schedule a vertical alignment day, session assignments for all teachers by grade level and subject area, and agenda/guiding questions for each session that day.	\$0.00
5	G2.B1.S1.A1	Adjust and establish schedule/calendar, protocols, and expected outcomes for each quarterly behavior/attendance data review meeting with leadership team.	\$0.00
6	G2.B1.S2.A1	Decide what data is most imperative to review and analyze, and create a schedule with the data clerk for pulling the data so it can be analyzed by the leadership team.	\$0.00
7	G2.B2.S1.A1	Grade level teams will create and establish a structured positive behavior support system to be utilized across the grade level, which will include a review of best practices at other schools.	\$0.00
8	G2.B2.S2.A1	The ESE/EBD Team will create and establish a structured positive behavior support system to be utilized within their classes and with administration and the ESE Specialist.	\$0.00
9	G3.B1.S1.A1	Create and establish a rotation schedule, a facilitator/coach, clearly defined protocols, planning timeframes, and expected products for Wonderful Wednesday	\$0.00
10	G3.B1.S2.A1	Create and establish a professional development structure and calendar, establish protocols, and expected outcomes.	\$0.00
11	G3.B1.S2.A2	Through data review, progress monitoring, classroom walkthrough data, and teacher-identified needs, establish appropriate topics for each professional development session as well as appropriate facilitators for each session.	\$0.00
12	G3.B1.S3.A1	All teachers will receive 2 hours of additional collaborative planning time with their teams (outside of school hours) to support teacher planning in standards-based instruction and authentic literacy.	\$0.00
13	G3.B2.S1.A1	Adjust data reporting/progress monitoring form by which teachers consolidate individual student grades and assessment information from all key data sources.	\$0.00
14	G3.B2.S1.A2	Create and establish schedule/calendar, protocols, and expected outcomes for each quarterly data review meeting with all teachers.	\$0.00
15	G3.B2.S2.A1	Create and establish schedule/calendar, facilitator/coach, protocols, and expected outcomes for data review/intergration for collaborative time with each grade level.	\$0.00
<b>Total:</b>			<b>\$0.00</b>