Frostproof Ben Hill Griffin, Jr Elementary School

2017-18 Schoolwide Improvement Plan

Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

http://schools.polk-fl.net/bhgjrbulldogs

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	58%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Frostproof Ben Hill Griffin, Jr Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Ben Hill Griffin, Jr. Elementary is to promote learning for all students resulting in responsible, contributing members of society.

b. Provide the school's vision statement.

The Ben Hill Griffin, Jr. Elementary School Vision is an ideal description of our school when all elements are in place to achieve quality and equity in achievement among all students. The vision is based on expertise and knowledge of the staff, coupled with research and best practices in education. The vision is organized around six categories, beginning with Student Achievement and culminating with School Improvement.

2. School Environment

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

Given the diverse cultures represented in our school body, we aim to recognize and celebrate our students' backgrounds in numerous ways. From content-based instruction to interactive hands-on projects, our classroom teachers develop lessons and activities that highlight a myriad of cultures. Moreover, our school events are geared to serve the family as a whole and allow school staff to learn more about our students. Multicultural Day is an example of an academic event that combines the advancement of our students' knowledge base with the opportunity to invite parents and the community to contribute to their learning. Students' are surveyed to ensure that all cultures are represented, therein fostering a sense of belonging.

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

On the first day of the leadership team visits each classroom to offer a warm welcome and instruct students on where to seek assistance of any kind. Also, during the first few weeks of school, teachers provide instruction on the school expectations, which is also frequently reinforced throughout the school year. In order to cultivate a sense of safety and comfort, an abundance of staff members are stationed throughout the school during arrival and departure times. Students are kindly greeted each morning and sent off with a friendly farewell each afternoon.
Students are taught emergency procedures which are practiced during safety drills, (fire, tornado, and lockdown). Our school has also been equipped with multiple gates throughout campus that provide a heightened level of security. Furthermore, the School Resource Officer shared by the Frostproof schools regularly walks through the school creating an added level of safety for our students. The Community Voluntary Officer is parked at the school during arrival and dismissal as well.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school follows the procedures of the Positive Behavior Intervention Support (PBIS) program. Also, all staff members are provided in-service on effective classroom management and discipline protocols during preplanning week.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school offers a student mentoring program through the Leadership Team as well as community volunteers. Our partnership with the Webber University Basketball Team helps us to provide students with college-aged role models that assist not only with behavioral issues but also provide academic support. Groups like Teen Trendsetters and the Methodist Mentors greatly contribute to the success of our vastly growing mentor program, with numerous mentors meeting with students on a weekly basis. Also, guidance classes are offered to students on a class and individual level as needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The Early Warning System is a district-managed program that sends each school a monthly list of students who qualify in the following areas with one or more indicators:
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	19	19	19	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	7	5	21	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	47	50	48	0	0	0	0	0	0	0	145

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	1	4	0	0	0	0	0	0	0	8

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

-- Students identified by the Early Warning System (EWS) are provided numerous interventions.
-- Attendance: Check-In/Check-Out; Parent Workshop on Importance of Attendance (targeting those students with absences greater than 10%); Lice Treatment Kits were given to parents of students with

repeated absences due to lice infestation. September Attendance Month - incentives to promote perfect attendance
-- Suspension: Leadership Mentoring
-- Low Academic Performance: Triple I, Mentoring, Reading Coach, Before-school Tutoring

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/427739.

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.

-- Our Adopt-a-Class Program is in its ninth year of existence and each year 100% of our classes are adopted by a business or community member. These partners donate $100 for the teacher to use within their classroom. We communicate with these business partners on a regular basis and invite them to visit their adopted classroom to share their business and community expertise. Their efforts are recognized at our Annual Business Partner Breakfast.

-- Our Parent Involvement Paraprofessional plays a pivotal role in fostering our relationships with parents, business partners, and community organizations. She sends home notices for all parent workshops and school events. She organizes and solicits volunteers from the community for our Positive Behavior Support programs. She manages our KidsPACK Club which provides a food backpack for students to take home on the weekend.

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
McGill, Patti	Principal
Johnson, Alice	Instructional Technology
Loveless, Lori	Other
Anderson, Laurncille	School Counselor
Scott, Joy	Assistant Principal

b. Duties

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

-- Patti McGill, Principal, is responsible for the organization of the Tier II Intervention and Enrichment schedule, allotment of materials needed for intervention or enrichment, allotment of time in the daily schedule for teachers to implement Core instruction and Tier II/Tier III interventions and monitoring the fidelity of the intervention and enrichment groups. Ms. McGill is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

-- Joy Scott, Assistant Principal, provides assistance to Ms. McGill for all of the previously mentioned activities. Assistant Principal is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

-- Alice Johnson, network manager, provides the Leadership Team assistance with data management and technological needs, facilitates and problem solves computer-based interventions and programs on campus and provides technical assistance to teachers for Core Instruction. Ms. Johnson is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

-- Lori Loveless, Reading Coach, assists in providing relevant professional development, standards-aligned resources, provides reading materials for Tier II and Tier III interventions, and facilitates access to supplemental reading material to our teachers.

-- Laurncille Anderson, Guidance Counselor, assists the Leadership Team with data analysis and problem solving student needs, organizes methods for tracking the progress monitoring data of students in Tier II and Tier III interventions, organizes methods for tracking the fidelity of Tier II and Tier III interventions, and acts as a liaison with the Problem Solving Team which facilitates Tier III interventions for students. Mrs. Anderson is the chairman and standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

-- The Leadership / Grade Level Teams review the previous year's formative and summative data sources to determine the effectiveness of core instruction and the students in need of intervention. Those functioning in reading below grade level are systematically assigned to Tier II reading

interventions based upon the data available and teacher input. All other students are assigned to reading groups designed to enhance and build upon existing reading skills. Both groups meet during the same time period each day. These services are in addition to the 120 minute reading block.

-- On at least a quarterly basis, the Leadership Team reviews reading progress monitoring data on all students to determine the effectiveness of the intervention or enrichment group. Changes in assignment to intervention or enrichment group may occur. Additional interventions may be added for students determined to be in need of more support. Support materials are provided to the teachers based upon student need.

For math, the Leadership reviews the data available and determines the lowest 25% of students in need of intervention. Support materials are provided to the teachers and student progress is monitored on at least a quarterly basis by the Leadership Team. Additional Tiers of intervention may be added as determined by the data.

Title I, Part A

Title I, Part A, funds school-wide services to Ben Hill Griffin, Jr. Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports before-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Ben Hill Griffin, Jr. Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

One migrant paraprofessional provides academic support to identified migrant students.

Title II

-- Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Ben Hill Griffin, Jr. Elementary School are used for professional development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our school has two ESOL paraprofessionals who provide academic support to students in the ESOL program.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Ben Hill Griffin, Jr. Elementary School provides violence and drug prevention programs in order to promote a safe school environment. Our school guidance counselor teaches a bullying prevention program (Be Cool) to all incoming third graders and reinforces at the beginning of each year with fourth and fifth graders.

Nutrition Programs

This school is a Community Eligibility Option (CEO) school. All students receive free breakfast and lunch regardless of income.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patti McGill	Principal
Alice Johnson	Teacher
Michelle Hutto	Parent
Caroline Norris	Business/Community
Yolanda McMahon	Business/Community
Cindy Gonzalez	Parent
Rosa Avellaneda	Parent
Maria Moreno	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC will evaluate last year's school improvement plan at the first meeting of the year and will review goals met and goals to be continued into the 2017-18 school year.

b. Development of this school improvement plan

At the beginning of the school year, the SAC reviews in detail the school improvement plan and makes suggestions for improvement. Those suggestions are incorporated into the new school improvement plan. The SAC also reviews and offers recommendations for the Parent Involvement Plan. In order to provide the SIP to the parents we have a copy on our school website (bhg.polk-fl.net), the Annual Title One Parent Meeting, the Parent Involvement Notebook (located in the school office).

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

The SAC will review the school budget and consider any changes based on the previous year's school performance.

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

NA

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
McGill, Patti	Principal
Loveless, Lori	Other
Robarts, Leslie	Paraprofessional
Myers, Zina	Teacher, K-12
Moreno, Maria	Paraprofessional
Cruz, Ayla	Teacher, K-12
Landress, Katherine	Teacher, ESE
Sloan, Cynthia	Teacher, K-12
Martin, Alethea	Teacher, K-12
Pitman, Kaley	Teacher, K-12

b. Duties

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

Provide teacher support on unpacking the Florida Language Arts Standards. Provide support to promote daily independent reading, both in school and out, to develop life-long readers.
Provide time to discuss reading instruction and concerns.
Offer suggestions to leadership team on management of iii and placement of students in appropriate iii groups.

D. Public and Collaborative Teaching

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

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

Our teachers are provided with common planning time daily in which they meet at least two times a week to implement the Florida Standards into their cross-curricular lesson planning. Professional Learning Communities also take place during this time to provide grade levels with the tools needed to successfully implement the Florida Standards.
Our school has scheduled weekly Collaborative Planning within the grade levels in which the members of the Leadership Team attend on a regular basis. Expectations and procedures are provided for the grade levels, including a pre-planning tool used to facilitate the process.

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

1. Encouraging paraprofessionals to obtain a teaching degree.
2. Mentoring new teachers
3. Partnering new teachers with veteran staff.
4. Seek professional development to constantly keep teachers abreast of the latest developments in education.
5. Using the Recruitment and Hiring System (RHS) to recruit applicants from all over the nation in order

secure
the highest quality teachers.
6. Host local college interns

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

-- Implementation of district mentoring program for teachers with 0-1 years experience.
-- Pair new teachers with veteran teachers in the same grade level.
-- Struggling teachers receive additional support
-- Model lessons, provide coverage for classroom to allow teacher observation
-- Technology Coaches within each grade level mentor and assist teachers with technical issues and curriculum
integration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers were provided in-depth professional development on effective implementation of the Florida Standards throughout the 2017-18 school year . Teachers will continue to follow the district-provided learning maps in order to ensure proper alignment with the Florida Standards. Our focus this year is implementing the standards effectively into classroom instruction.

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 STAR assessment will be utilized to monitor student literacy levels, which will help determine Tier II and Tier III intervention placement. Math and Science Formative Assessments will be utilized to monitor student levels, which will help determine Tier II and Tier III intervention placement. Teachers will provide differentiated instruction on a daily basis in their regular classrooms as well as monitor student progress in the Tier II and Tier III intervention groups.

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

Strategy: Before School Program

Minutes added to school year: 5,400

Students will be identified through Istation Math and FSA Math scores from the previous year.! Pre-requisite skills assessment and on-going progress monitoring and be provided remediation in these areas through small group tutoring.

Strategy Rationale

By providing supplemental instruction students needing additional support will be able to master their grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Loveless, Lori, lori.loveless@polk-fl.net

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

Progress monitoring for program effectiveness will be based on weekly formative and summative assessments. Teacher feedback will also be considered for evaluative measures.

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, § 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.

We host a Shadow Day for our feeder school students to tour the school campus and visit teacher classrooms. Our fifth grade students attend an orientation to facilitate the sixth grade transition at the middle school.

Teachers engage in vertical articulation throughout the school year to discuss best practices and standards-aligned instruction.

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.

This section is required for schools with grades 9, 10, 11 or 12.
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, § 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.

Our achievement continues to grow in percent proficient and learning gains, but we are either making no progress or going backwards with the percent of gains made by our lowest 25%.

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"Â? 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.

Inconsistent use of differentiation through small groups has had a negative impact on making gains in the lowest 25% subgroup and the highest 25% subgroup.

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.   All Staff will create a supportive, structured environment that encourages regular attendance and establishes a positive behavior intervention system.

G2.   If we differentiate instruction, then we will increase proficiency with our lowest quartile by 10% and our highest quartile by 10%.

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. All Staff will create a supportive, structured environment that encourages regular attendance and establishes a positive behavior intervention system. 1a

🔍 G098229

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	94.6

Targeted Barriers to Achieving the Goal 3

- Supportive Environment: • Structures to promote learning • Student mobility • Attendance • Motivation/engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Materials: • CHAMPS support materials and books • Tracking Forms for behavior • Tracking System for attendance Technical Support • Performance Matters • Early Warning System • IDEAS • Genesis Personnel: • CHAMPS Trainers • PBIS Team • Social Worker • Volunteers • Mentors • Guidance Counselor

Plan to Monitor Progress Toward G1. 8

Performance Matters data - attendance, discipline

Person Responsible
Patti McGill

Schedule
Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Increased attendance and decreased Office Discipline Referrals (ODR)

G2. If we differentiate instruction, then we will increase proficiency with our lowest quartile by 10% and our highest quartile by 10%. `1a`

🔍 G098230

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	48.0
Math Lowest 25% Gains	53.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	56.0
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Instructional Focus: • Differentiating instruction for varying abilities • Academic language across all content areas • Working towards the depth of Standards • Higher-order thinking questions/tasks

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

- Materials: General • FSA Test Item Specifications • CCC Streaming • Grants Reading • Reading Wonders • Accelerated Reader/STAR • FCRR (FAIR) • Time Readers • Voyager • A-Z • Elements of Reading • Kindles • iStation Math • Go Math/Think Central • Ten Marks • iStation • Math Drills • Math Kits • Xtra Math.com • STAR Math

- Instructional Supports: • Before school tutoring • PLC's • Collaborative Planning Time • School-wide iii • Alpha • Speech and Language Therapy • Parent/Family Nights • Title I Events • Student Mentoring Program • C-Palms • Performance Matters

- Personnel: School >> • Leadership Team • Reading Coach • Teaching & Learning Content • Problem-Solving Team • Technology Coaches • Teachers • Paraprofessionals • ESOL • Migrant Services Community>> • Mentors • Volunteers • Teen Trendsetters • Parent Resource Center

Plan to Monitor Progress Toward G2. `8`

Analyze the data and conduct data chats with teachers; walkthrough data

Person Responsible
Patti McGill

Schedule
Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Student Performance Score Reports

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. All Staff will create a supportive, structured environment that encourages regular attendance and establishes a positive behavior intervention system. [1]

🔑 G098229

G1.B1 Supportive Environment: • Structures to promote learning • Student mobility • Attendance • Motivation/engagement [2]

🔑 B264255

G1.B1.S1 Provide a school-wide structure and support for PBIS, CHAMPS and MTSS. [4]

🔑 S279901

Strategy Rationale

Teachers need a school-wide structured support system to motivate and promote student achievement.

Action Step 1 [5]

During pre-planning teachers are provided in-service on the CHAMPS school-wide management system. Follow-up in-service will be provided as needed.

Person Responsible

Patti McGill

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional Development Calendar; Meeting Sign-In sheets

Action Step 2 [5]

Meet monthly with the PBIS committee to analyze Performance Matters data, plan interventions, and schedule events to celebrate success

Person Responsible

Laurncille Anderson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

meeting minutes and schedules

Action Step 3 `5`

Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students.

Person Responsible

Joy Scott

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Tracking tools used to monitor student achievement.

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

walk through, data analysis

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey entries, progress monitoring tools, meeting minutes, sign-in sheets

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

PBIS Meetings with staff to analyze data.

Person Responsible

Patti McGill

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PBIS meeting minutes and reports (attendance & discipline)

G2. If we differentiate instruction, then we will increase proficiency with our lowest quartile by 10% and our highest quartile by 10%. [1]

🔍 G098230

G2.B1 Instructional Focus: • Differentiating instruction for varying abilities • Academic language across all content areas • Working towards the depth of Standards • Higher-order thinking questions/tasks [2]

🔍 B264256

G2.B1.S1 Continue to provide interactive professional development to teachers to develop a thorough understanding of the Florida Standards and how to apply them to their classroom instruction. [4]

🔍 S279902

Strategy Rationale

Teachers need to be provided tools and resources to analyze data for improving student achievement.

Action Step 1 [5]

Plan multi-disciplinary professional development for the 2017-2018 school year

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional Development Calendar; Meeting Sign-In sheets

Action Step 2 [5]

Implement Marzano's Instructional Framework for the 2017-2018 school year

Person Responsible

Patti McGill

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans; Assignment linked to Standard (Pinnacle); Classroom Observations

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

Teacher and Staff participation in PLC

> **Person Responsible**
>
> Patti McGill
>
> **Schedule**
>
> Weekly, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Meeting sign-in sheets

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

Classroom Walkthroughs

> **Person Responsible**
>
> Patti McGill
>
> **Schedule**
>
> Daily, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Journey entries of classroom observations

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

Formative and Summative Assessments

> **Person Responsible**
>
> Patti McGill
>
> **Schedule**
>
> Weekly, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Student Performance Data

G2.B1.S2 Teachers will break apart and unpack the standards, working in collaborative planning sessions to improve classroom instruction. 4

🔑 S279903

Strategy Rationale

Students will benefit from the teacher's deeper understanding of the standards by receiving higher quality instructional practices.

Action Step 1 5

Weekly collaborative planning sessions

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Weekly agenda, Sign-in Sheet, Pre-planning tool, Group Norms

Action Step 2 5

Teachers will reflect on the effectiveness of previous lessons, review student performance data, discuss components of pre-planning tool, share best practices and share resources to increase rigor of tasks for upcoming lessons.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Pre-planning tool,meeting notes, student data, lesson plans, classroom observations

Action Step 3 5

The Reading Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Reading Coach will complete a weekly Coach's Log to document activities.

Action Step 4 5

Teachers will monitor for evidence of student learning.

Person Responsible

Patti McGill

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom management, student work samples, accountable talk, student data

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

Leadership Team will monitor and provide constructive feedback.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans (whole group and small group); Classroom observations (School Based Monitoring Schedule); Student work samples; Administration/Teacher data chats

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

Student performance on assessments will be monitored to measure growth in all subject areas.

Person Responsible

Patti McGill

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student performance data

G2.B1.S3 Teachers will be provided supplemental materials and resources to address our lowest 25% and our highest 25%. 4

🔑 S279904

Strategy Rationale

Students need a literacy rich environment to encourage a love of reading through leveled classroom libraries. Teachers need resources to differentiate instruction.

Action Step 1 5

Purchase classroom libraries for each classroom.

Person Responsible

Patti McGill

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Purchase Receipts

Action Step 2 5

Purchase supplemental resources and materials

Person Responsible

Patti McGill

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Purchase Receipts

Action Step 3 `5`

Iready FL ELA Student Worksbooks and Teacher toolbox

Person Responsible

Patti McGill

Schedule

Daily, from 9/11/2017 to 4/6/2018

Evidence of Completion

Purchase Receipts

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Analyze monthly AR data to demonstrate growth in student reading proficiency.

Person Responsible

Lori Loveless

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student AR Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monthly review of student data

Person Responsible

Lori Loveless

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

AR and STAR reports

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					
G2.B1.S3.A3 🔍 A377304	Iready FL ELA Student Worksbooks and Teacher toolbox	McGill, Patti	9/11/2017	Purchase Receipts	4/6/2018 daily
G1.MA1 🔍 M408367	Performance Matters data - attendance, discipline	McGill, Patti	8/10/2017	Increased attendance and decreased Office Discipline Referrals (ODR)	5/24/2018 monthly
G2.MA1 🔍 M408375	Analyze the data and conduct data chats with teachers; walkthrough data	McGill, Patti	8/10/2017	Student Performance Score Reports	5/24/2018 monthly
G1.B1.S1.MA1 🔍 M408365	PBIS Meetings with staff to analyze data.	McGill, Patti	8/10/2017	PBIS meeting minutes and reports (attendance & discipline)	5/24/2018 monthly
G1.B1.S1.MA1 🔍 M408366	walk through, data analysis	McGill, Patti	8/10/2017	Journey entries, progress monitoring tools, meeting minutes, sign-in sheets	5/24/2018 weekly
G1.B1.S1.A1 🔍 A377293	During pre-planning teachers are provided in-service on the CHAMPS school-wide management system....	McGill, Patti	8/10/2017	Professional Development Calendar; Meeting Sign-In sheets	5/24/2018 quarterly
G1.B1.S1.A2 🔍 A377294	Meet monthly with the PBIS committee to analyze Performance Matters data, plan interventions, and...	Anderson, Laurncille	8/10/2017	meeting minutes and schedules	5/24/2018 monthly
G1.B1.S1.A3 🔍 A377295	Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students.	Scott, Joy	8/10/2017	Tracking tools used to monitor student achievement.	5/24/2018 quarterly
G2.B1.S1.MA1 🔍 M408368	Formative and Summative Assessments	McGill, Patti	8/10/2017	Student Performance Data	5/24/2018 weekly
G2.B1.S1.MA1 🔍 M408369	Teacher and Staff participation in PLC	McGill, Patti	8/10/2017	Meeting sign-in sheets	5/24/2018 weekly
G2.B1.S1.MA3 🔍 M408370	Classroom Walkthroughs	McGill, Patti	8/10/2017	Journey entries of classroom observations	5/24/2018 daily
G2.B1.S1.A1 🔍 A377296	Plan multi-disciplinary professional development for the 2017-2018 school year	McGill, Patti	8/10/2017	Professional Development Calendar; Meeting Sign-In sheets	5/24/2018 weekly
G2.B1.S1.A2 🔍 A377297	Implement Marzano's Instructional Framework for the 2017-2018 school year	McGill, Patti	8/10/2017	Lesson plans; Assignment linked to Standard (Pinnacle); Classroom Observations	5/24/2018 daily
G2.B1.S2.MA1 🔍 M408371	Student performance on assessments will be monitored to measure growth in all subject areas.	McGill, Patti	8/10/2017	Student performance data	5/24/2018 weekly
G2.B1.S2.MA1 🔍 M408372	Leadership Team will monitor and provide constructive feedback.	McGill, Patti	8/10/2017	Lesson plans (whole group and small group); Classroom observations (School Based Monitoring Schedule); Student work samples; Administration/Teacher data chats	5/24/2018 weekly
G2.B1.S2.A1 🔍 A377298	Weekly collaborative planning sessions	McGill, Patti	8/10/2017	Weekly agenda, Sign-in Sheet, Pre-planning tool, Group Norms	5/24/2018 weekly
G2.B1.S2.A2 🔍 A377299	Teachers will reflect on the effectiveness of previous lessons, review student performance data,...	McGill, Patti	8/10/2017	Pre-planning tool,meeting notes, student data, lesson plans, classroom observations	5/24/2018 weekly
G2.B1.S2.A3 🔍 A377300	The Reading Coach will offer professional development, provide standards-aligned resources, and...	McGill, Patti	8/10/2017	Reading Coach will complete a weekly Coach's Log to document activities.	5/24/2018 weekly
G2.B1.S2.A4 🔍 A377301	Teachers will monitor for evidence of student learning.	McGill, Patti	8/10/2017	Classroom management, student work samples, accountable talk, student data	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M408373	Monthly review of student data	Loveless, Lori	8/10/2017	AR and STAR reports	5/24/2018 monthly
G2.B1.S3.MA1 M408374	Analyze monthly AR data to demonstrate growth in student reading proficiency.	Loveless, Lori	8/10/2017	Student AR Reports	5/24/2018 monthly
G2.B1.S3.A1 A377302	Purchase classroom libraries for each classroom.	McGill, Patti	8/10/2017	Purchase Receipts	5/24/2018 quarterly
G2.B1.S3.A2 A377303	Purchase supplemental resources and materials	McGill, Patti	8/10/2017	Purchase Receipts	5/24/2018 quarterly

V. Professional Development Opportunities

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

G1. All Staff will create a supportive, structured environment that encourages regular attendance and establishes a positive behavior intervention system.

G1.B1 Supportive Environment: • Structures to promote learning • Student mobility • Attendance • Motivation/engagement

G1.B1.S1 Provide a school-wide structure and support for PBIS, CHAMPS and MTSS.

PD Opportunity 1

During pre-planning teachers are provided in-service on the CHAMPS school-wide management system. Follow-up in-service will be provided as needed.

Facilitator

Principal

Participants

Teachers & Staff

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students.

Facilitator

Laurncille Anderson and Joy Scott

Participants

Classroom teachers

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

G2. If we differentiate instruction, then we will increase proficiency with our lowest quartile by 10% and our highest quartile by 10%.

G2.B1 Instructional Focus: • Differentiating instruction for varying abilities • Academic language across all content areas • Working towards the depth of Standards • Higher-order thinking questions/tasks

G2.B1.S1 Continue to provide interactive professional development to teachers to develop a thorough understanding of the Florida Standards and how to apply them to their classroom instruction.

PD Opportunity 1

Plan multi-disciplinary professional development for the 2017-2018 school year

Facilitator

Leadership Team

Participants

Teachers and staff

Schedule

Weekly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Implement Marzano's Instructional Framework for the 2017-2018 school year

Facilitator

Leadership Team; Teachers

Participants

Teachers and Staff

Schedule

Daily, from 8/10/2017 to 5/24/2018

G2.B1.S2 Teachers will break apart and unpack the standards, working in collaborative planning sessions to improve classroom instruction.

PD Opportunity 1

Weekly collaborative planning sessions

Facilitator

Administration, Reading Coach

Participants

Grade Level Teachers and Staff

Schedule

Weekly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Teachers will reflect on the effectiveness of previous lessons, review student performance data, discuss components of pre-planning tool, share best practices and share resources to increase rigor of tasks for upcoming lessons.

Facilitator

Leadership Team

Participants

Grade Level Teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

PD Opportunity 3

The Reading Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers.

Facilitator

Reading Coach

Participants

Grade Level Teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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	During pre-planning teachers are provided in-service on the CHAMPS school-wide management system. Follow-up in-service will be provided as needed.				$0.00
2	G1.B1.S1.A2	Meet monthly with the PBIS committee to analyze Performance Matters data, plan interventions, and schedule events to celebrate success				$2,000.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		1921 - Frostproof Ben Hill Griffin, Jr Elementary	Other		$2,000.00
		Notes: PTO Support Funds			

3	G1.B1.S1.A3	Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students.				$0.00
4	G2.B1.S1.A1	Plan multi-disciplinary professional development for the 2017-2018 school year				$2,285.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6300	140-Substitute Teachers	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title I, Part A		$2,285.00
		Notes: Substitutes to provide coverage for teachers participating in curriculum planning and/or professional development			

5	G2.B1.S1.A2	Implement Marzano's Instructional Framework for the 2017-2018 school year				$0.00
6	G2.B1.S2.A1	Weekly collaborative planning sessions				$0.00
7	G2.B1.S2.A2	Teachers will reflect on the effectiveness of previous lessons, review student performance data, discuss components of pre-planning tool, share best practices and share resources to increase rigor of tasks for upcoming lessons.				$0.00
8	G2.B1.S2.A3	The Reading Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers.				$93,635.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6400	130-Other Certified Instructional Personnel	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title I, Part A		$66,561.00
		Notes: Reading Coach			
6150	150-Aides	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title I, Part A		$27,074.00
		Notes: Title I Parent Involvement Paraprofessional			

9	G2.B1.S2.A4	Teachers will monitor for evidence of student learning.				$0.00
10	G2.B1.S3.A1	Purchase classroom libraries for each classroom.				$25,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title, I Part A		$25,000.00
			Notes: Notes			
11	**G2.B1.S3.A2**	**Purchase supplemental resources and materials**				**$33,776.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title, I Part A		$20,438.00
			Notes: 25 Dell student laptops and 1 laptop cart			
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title, I Part A		$13,338.00
			Notes: supplemental resources for classrooms			
12	**G2.B1.S3.A3**	**Iready FL ELA Student Worksbooks and Teacher toolbox**				**$9,734.04**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	Title, I Part A		$9,734.04
					Total:	**$166,430.04**