

Glenallen Elementary School



2017-18 Schoolwide Improvement Plan

Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	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 Sarasota 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 Glenallen Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 Glenallen Elementary School is to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive.

b. Provide the school's vision statement.

All students will develop intellectually, emotionally, and physically to their highest potential in a safe environment that is stimulating, caring, and supportive. All students, at the end of their elementary education, will have developed the necessary skills to function effectively in the community and meet the challenge of continuing their education into middle school.

2. School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

As per Title I requirements, all teachers have at least one face-to-face conference with each family per school year where they can share student performance data, information on Title I programs, and the school compact. Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

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

The school follows district guidelines for allowing visitors on campus. Staff and students are aware that all visitors on campus should have a RAPTOR badge.

All staff members are expected to welcome and treat students with respect as per the staff handbook.

All staff members have been trained in our tier I behavior management plan, CHAMPS.

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.

School-wide and grade-level expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. All students and families are provided with a copy of the Student and Family Handbook, information on our school's Positive Behavior Support Plan, and our tier I behavior management plan, CHAMPS. Behavior which is inappropriate for the school environment or that distracts from teaching and learning is addressed as needed. The disciplinary actions follow district disciplinary guidelines.

A concerted effort to accentuate the positive and eliminate the negative is a focus of the Glenallen PBS program. The school utilizes a tier I behavior management program called CHAMPS. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.

The Second Steps program is being used to teach social skills to all students. Restorative Circles are used with ESE cluster classrooms as needed and in classrooms where concerns have been noted.

Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the PBS team.

All staff members have been trained in CHAMPS and CPI. A schedule is in place to train newly hired teachers, before/aftercare staff members and long-term substitutes on CHAMPS and CPI (when appropriate).

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

The school counselor, home school liaison and social worker are used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their IEPs. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons. Individualized counseling sessions are also provided to students on campus through outside agencies (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.

The SWST/CARE process is used to problem solve as a team related to the early warning signs. Interventions are provided by staff members to address concerns in academics, behavior and attendance. Tier II and tier III academic, behavior and attendance intervention progress is monitored regularly. Interventions are reviewed and modified as needed. Communication with families occurs throughout this process.

Weekly behavior support meetings are held to review student behavior, discipline trends, behavior groups, teacher support, data analysis, etc.

A school-wide attendance plan has been developed and quarterly meetings are scheduled to review data, progress, tiered attendance groups and to discuss support needs.

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	20	17	16	9	14	15	0	0	0	0	0	0	0	91
One or more suspensions	4	1	8	2	1	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	30	24	27	0	0	0	0	0	0	0	81

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	1	3	6	7	0	0	0	0	0	0	0	17

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

All instructional staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best meet the needs of students. Results are reviewed regularly and interventions are revised as needed. The SWST/CARE team is used to help problem solve as needed.

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/440111>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school utilizes the district volunteer program and business partner program to solicit support for classrooms and school programs. We actively seek out new volunteers and business partners throughout the school year. A Parent Teacher Organization (PTO) has been established. This organization works to support the school's programs and goals while providing additional resources to teachers and students throughout the school year.

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
Drum, Rebecca	Principal
Gibson, Debbie	Teacher, K-12
Houser, Megan	Teacher, K-12
Tirabassi, Andrea	Teacher, K-12
Kahler, Jennifer	Assistant Principal
Blomquist, Linda	Teacher, K-12
Hiestand, Jennifer	Teacher, K-12
LeFever, Andrea	Teacher, K-12
Pikula, Rene	Teacher, K-12
Holt, Rick	Teacher, K-12
McElroy, Kelly	Teacher, K-12

b. Duties

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

The Glenallen Leadership Team meets twice a monthly (or as needed) to ensure alignment of school resources with each grade level. School-wide trends are discussed and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the CPT Action Plan Logs to enhance student learning.

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.

Student performance data and teacher observation is reviewed on an on-going basis. Support is provided during weekly CPTs, data discussions, CPDs, staff meetings and monthly leadership meetings. Professional development proposals are submitted to the Title I department and the Executive Director of Elementary Schools for approval. Methods are taken to measure the effectiveness of approved professional development activities.

Title I, Part A

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided to

staff members.

Title I, Part C- Migrant

The district provides and supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X Homeless

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Students attending extended learning programs participate in the Supper Club program. An additional meal consisting of a protein, grain, vegetable, fruit and milk is provided daily.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Myrette Rodney	Business/Community
Robyn DiNardi	Parent
Gina Benton	Education Support Employee
Rebecca Drum	Principal
Sean Cheeseman	Teacher
Patricia O'Hara Maxon	Teacher
Jennifer Truitt	Education Support Employee
Lisa Nelson	Teacher
Doreen Price	Business/Community
Alison Thorpe	Business/Community
Courtney Miller	Business/Community
Lenny Dimke	Business/Community
Krista Shook	Parent
Robert & Britt Davidson	Business/Community
Jennifer Negron	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The 2016-17 student performance data was be reviewed at a SAC meeting. Information on school grade and grading categories was reviewed with the committee.

b. Development of this school improvement plan

The School Advisory Committee works collaboratively to review the School Improvement Plan presented by administration. All school data and improvement goals are reviewed with the committee for input. Revisions are made based on feedback provided from SAC before being submitted for final approval. Mid-year updates are provided to SAC on progress towards goals.

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

SAC guidelines are followed when presenting the budget.

Proposals for the 2017-18 SAC project will be shared with committee members. After the proposal is approved, a budget will be created and voted upon to support this project.

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

The Glenallen SAC received \$3,348 for the 2017-18 school year. The committee ended the 2016-17 school year with \$2,148.42 in the school improvement account. An additional \$1425.16 was received from FL Classroom Funds. Last year the committee voted to support the reading initiative, Reading Counts and a new school-wide project called One Book , One School. Remaining funds will be used to support the 2017-18 SAC Project. This year, SAC will look to find a new project that will help support one of the SIP goals.

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
Drum, Rebecca	Principal
LeFever, Andrea	Teacher, K-12
Huber, Linda	Teacher, K-12
Yurchak, Lisa	Teacher, ESE
Wagahoff, Kristen	Teacher, K-12
Domiano, Brittany	Teacher, K-12
Melton, Pamela	Teacher, K-12
Waggoner, Traci	Teacher, K-12
Peebles, Rhonda	Teacher, K-12
Schubiger, Nicole	Teacher, K-12
Tirabassi, Andrea	Teacher, K-12
Foster, Erin	Teacher, K-12

b. Duties

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

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The LLT will also work to find ways to increase students' reading by continuing to implement the Reading Counts plan. Professional development will be planned for staff members based on best practices in the area of reading instruction.

D. Public and Collaborative Teaching

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

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

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers, including ESE teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices.

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

Glenallen Elementary uses the SCIP mentoring program to support new teachers. All SCIP mentoring activities will be completed by new staff members with the support of his/her mentor. Documentation will be presented to administration as evidence of completion of this program. Currently, we have eight new instructional staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards and Next Generation Sunshine State Standards (Science).

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.

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The school utilizes the SWST/CARE process as directed by Sarasota County Schools. Data discussions are held with instructional staff members throughout the school year to also help staff members appropriately identify students in need of additional support.

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: 5,580

Staff members have created enrichment clubs and activities for our students to participate in throughout the school year. Some examples include Ukulele Club, Student Council, Knitting Club, Mighty Milers, etc.

Strategy Rationale

Staff members are providing enrichment opportunities to students that they might not otherwise have the opportunity to participate in. Enrichment clubs occur on campus before or after school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rainey, Tracy, tracy.rainey@sarasotacountyschools.net

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

Student performance data will be monitored by the staff member that are hosting the enrichment opportunities.

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.

Our school plans a Kindergarten Orientation in the spring of each year. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in kindergarten will look like at Glenallen Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in the all academic areas, fine/gross motor skills and adaptive skills. We also provide tours of our facility to better prepare families for the transition. Kindergarten families are asked to complete an articulation card upon enrolling at Glenallen and incoming kindergarten students are given a screener to obtain initial student data. Information is used to assist with student placement.

Upon enrolling at Glenallen, all parents and students are given a tour of the campus and a brief orientation.

Students exiting our VE Pre-K program that will be placed in general education kindergarten classrooms start to transition to participate with kindergarten students during the last quarter of the school year.

Information is shared with fifth grade families in regards to local middle school programs. Field trips are arranged within our feeder pattern for selected students to explore acceleration programs.

Transition meetings are held for fifth grade students at the close of their fifth grade year. Collaboration takes place between our school counselor, ESE liaisons and behavior specialist and their

counterparts at the middle school. Information is shared in regards to student of concern, intervention data, etc.

At Glenallen Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener-STAR Early Literacy (FLKRS-STAR) during the first few weeks of school. Based on the screening results and on-going progress monitoring students participate in a challenging, differentiated learning environment.

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.

Glenallen will reach out to learn more about Suncoast Technical College, North Port, to learn about opportunities in the community for families. Information will be shared with families in a newsletter. Glenallen will look to invite STC to family events in the future to help share the information about available programs to families.

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Improvements were made in all grade 5 tested areas. Grade 3 had a dip in scores for both reading and math. Grade 4 was fairly consistent with a small gain in math and status quo for ELA. Overall, Glenallen moved from a school grade of a C to a school grade of a B.

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.

Stakeholders are unclear as to why there was such a dip in third grade math scores. These numbers reflect different cohort of students. Another factor to consider is that new structures to the math block were implemented district wide during the 2016-17 school year. Teachers received professional development throughout the year but may not have become proficient with this new structure.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in English/ Language Arts (across Levels 3, 4 & 5).
- G2.** By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in Mathematics (across Levels 3, 4 & 5).
- G3.** By the year 2018, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5).
- G4.** By the year 2018, there will be a 10% reduction in the number of suspensions from the previous year.
- G5.** By the year 2018, there will be a 10% reduction in the number of students with chronic absences.

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. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in English/Language Arts (across Levels 3, 4 & 5). 1a

G098373

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	66.0
ELA/Reading Gains District Assessment	60.0
ELA/Reading Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support, Lack of training in inclusion

Resources Available to Help Reduce or Eliminate the Barriers 2

- Site-based Professional Development Trainers, Data Coach/Curriculum Support Staff, Intervention Block in Master Schedule, Newsletters, Supplemental Support Staff, SCIP Mentors, Parental Involvement Coordinators, Florida Inclusion Network, Parent & Family Involvement Activities (Camp Learn-a-Lot)

Plan to Monitor Progress Toward G1. 8

Student Performance Data

Person Responsible

Rebecca Drum

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Data, Data Discussion Notes, iReady Diagnostic Data

G2. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in Mathematics (across Levels 3, 4 & 5). 1a

G098374

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	69.0
Math Gains	56.0
Math Lowest 25% Gains	49.0

Targeted Barriers to Achieving the Goal 3

- Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support Lack of understanding of new math practices, New struct to math block (Maximizing Math Mentality Grant), Lack of training in inclusion

Resources Available to Help Reduce or Eliminate the Barriers 2

- Site-based Professional Development Trainers, Data Coach/Curriculum Support Staff Intervention Block in Master Schedule, Newsletters, Supplemental Support Staff SCIP Mentors Parental Involvement Coordinator(s), Florida Inclusion Network, District Curriculum Specialists, Parent & Family Involvement Activities (Camp Learn-a-Lot)

Plan to Monitor Progress Toward G2. 8

Student Performance Data

Person Responsible

Rebecca Drum

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Data, Data Discussion Notes, iReady Diagnostic Data

G3. By the year 2018, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). **1a**

G098375

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal **3**

- Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support

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

- Science Lab Teacher, District Science Teacher Meetings/Support, Departmentalization for some grade 4 & 5 classes, FAB Lab, Data Coach/Curriculum Support Staff, Intervention Block in Master Schedule, Supplemental Support Staff, Science Fair Judging, Parent & Family Involvement Activities (Camp Learn-a-Lot)

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

Review Progress Monitoring Data

Person Responsible

Rebecca Drum

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student Achievement Data from Science Benchmark and Common Assessments

G4. By the year 2018, there will be a 10% reduction in the number of suspensions from the previous year.

1a

G098376

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	26.0

Targeted Barriers to Achieving the Goal 3

- Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support, Mental Health Illness

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Specialist, Title I Support Staff, Contracted BCBA PBS Plan, CHAMPS Program, Second Steps Program, Restorative Circles, School Counselor, District Staff

Plan to Monitor Progress Toward G4. 8

Discipline Spreadsheets, FBA/BIP Data Collection

Person Responsible

Rebecca Drum

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Decrease in discipline referrals and Out of School Suspensions

G5. By the year 2018, there will be a 10% reduction in the number of students with chronic absences. 1a

G098377

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	82.0

Targeted Barriers to Achieving the Goal 3

- Families in transition, Teacher understanding of the MTSS Attendance Process, Discipline Actions (suspensions) that impact attendance, Families lack of understanding about the impact of chronic absenteeism on student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Home-School Liaison, School Counselor, School Social Worker, Title I Contracted Services Staff Members, Truancy Worker, SWST Team, Attendance Intervention Support

Plan to Monitor Progress Toward G5. 8

Administration will review attendance data to look for trends and patterns. Discussions will be held with school counselor, home-school liaison, social worker and teachers based on the data.

Person Responsible

Jennifer Kahler

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance 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

 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in English/Language Arts (across Levels 3, 4 & 5). 1

G098373

G1.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support, Lack of training in inclusion 2

B264628

G1.B1.S1 Provide ongoing professional development and support on LAFS, district created Instructional Focus Guides, iReady and other district initiatives. Provide ongoing support with the implementation of the Reading Wonders curriculum. Use SCIP Mentors to provide additional support to new teachers. Provide training and support with the inclusion model. 4

S280356

Strategy Rationale

Teachers will need time to collaborate to deeply understand the Florida Standards, the iReady program, understand co-teaching models, master high yield instructional strategies associated with Visible Learning, and become familiar with the resources available to them.

Action Step 1 5

Provide training and support on: effective implementation of the LAFS, high yield instructional strategies, iReady Inclusion and Visible Learning.

Person Responsible

Andrea Tirabassi

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

CPT Logs, Glenallen Professional Development Plan, Academic Support Team Meeting Minutes

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

Review and participate in site-based trainings

Person Responsible

Andrea Tirabassi

Schedule

Monthly, from 8/7/2017 to 8/7/2017

Evidence of Completion

CPT Action Logs, Professional Development Agendas, Preplanning Week Schedule, Staff Meeting Agendas

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the district initiatives

Person Responsible

Jennifer Kahler

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the district initiatives, Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes

G2. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in Mathematics (across Levels 3, 4 & 5). 1

G098374

G2.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support Lack of understanding of new math practices, New struct to math block (Maximizing Math Mentality Grant), Lack of training in inclusion 2

B264629

G2.B1.S1 Provide ongoing training on MAFS, district created Instructional Focus Guide resources, iReady, Math Rounding, Visible Learning, inclusion and other district initiatives. Provide ongoing support with the implementation of the new structure of the math block. Use SCIP Mentors to provide additional support to new teachers. Provide training and support with the inclusion model. 4

S280357

Strategy Rationale

Teachers will need time to collaborate to deeply understand the Florida Standards, co-teaching models, rationale and new math block structure and to master high yield instructional strategies associated with Visible Learning, and become familiar with the resources available to them.

Action Step 1 5

Provide training and support on: MAFS, high yield instructional strategies associated with Visible Learning, iReady, Inclusion and Math Rounding

Person Responsible

Tracy Rainey

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT Logs, Glenallen Professional Development Plan, Academic Support Team Meeting Minutes

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

Review and participate in site-based trainings, grade level CPTs, and district trainings

Person Responsible

Tracy Rainey

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT Action Logs, Professional Development Agendas, Preplanning Week Schedule, Staff Meeting Agendas

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of district initiatives

Person Responsible

Jennifer Kahler

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the MAFS and district initiatives, Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes

G3. By the year 2018, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5). 1

G098375

G3.B1 Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support 2

B264630

G3.B1.S1 Provide increased science instruction K-5 by adding the science lab teacher to the specials rotation, Provide time for collaboration among science teachers to share best practices during CPTs, Staff-based science support team member and intervention groups 4

S280358

Strategy Rationale

Teachers can collaborate and learn from each other in order to improve their instructional practices. Students in K-5 will receive additional science instruction based on the lab schedule.

Action Step 1 5

Collaborative Planning Times and professional development in the area of science, science intervention groups

Person Responsible

Tracy Rainey

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT Action Logs

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

Monitor and participate in training, Review/plan Science Support Needs, Feedback from teachers

Person Responsible

Tracy Rainey

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT Agendas & Action Logs, Classroom observations, Academic Support Team Meeting Minutes

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes

Person Responsible

Jennifer Kahler


Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student Achievement Data, CPT Action Logs


G4. By the year 2018, there will be a 10% reduction in the number of suspensions from the previous year. **1**

 G098376

G4.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support, Mental Health Illness **2**

 B264631

G4.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS and CPI training and review PBS plan with all staff, PBS Recognition Program, communicate school-wide behavior data through e-mail, provide supplemental instructional and guidance support. **4**

 S280359

Strategy Rationale

Teachers will be provided support and training to implement the tier I PBS plan as well as tier II and III behavioral interventions, as necessary. Teachers will continue to recognize appropriate behaviors by reinforcing them with all students. Appropriate training and implementation of PBS programs will reduce the number of students receiving suspensions.

Action Step 1 **5**

Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings, Behavior Support Team Meetings, SWST meetings and at PBS Committee Meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Person Responsible

Jennifer Hiestand

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Preplanning week schedule, CPT meeting notes, Glenallen Professional Development Plan, MTSS Behavior intervention data, organized recognition events

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Discipline data will be analyzed monthly

Person Responsible

Jennifer Hiestand

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT, PBS & Behavior Support Team Meeting notes, Discipline Data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will meet with Behavior Specialist to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral & Out of School Suspension reduction, staff, student, and parent feedback will also be monitored.

Person Responsible

Jennifer Kahler


Schedule

Quarterly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Meeting notes, discipline data, Behavior Support Team Meetings

G5. By the year 2018, there will be a 10% reduction in the number of students with chronic absences. **1**

 G098377

G5.B1 Families in transition, Teacher understanding of the MTSS Attendance Process, Discipline Actions (suspensions) that impact attendance, Families lack of understanding about the impact of chronic absenteeism on student achievement **2**

 B264632

G5.B1.S1 Review of attendance data and trends twice per quarter, attendance groups, support provided to staff members on the MTSS process as related to attendance, attendance letters mailed home to families, use of ConnectED system, use of home-school liaison, school social worker, school counselor, truancy worker and SWST team to assist with attendance **4**

 S280360

Strategy Rationale

Students need to be present at school to learn.

Action Step 1 **5**

Student attendance reports will be reviewed and parent contact will be made for students exhibiting trends toward chronic absenteeism twice per marking period

Person Responsible

Davida Dagan

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance Reports and letters

Action Step 2 **5**

Attendance Groups and Mentoring

Person Responsible

Davida Dagan

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

MTSS Portfolios, Attendance Reports

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

MTSS attendance portfolios will be monitored and students will be recognized for attendance success/improvements

Person Responsible

Lauren Morales

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

MTSS Attendance Portfolios, Quarterly Attendance Recognition Events

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Support and/or training will be provided to staff members on MTSS attendance interventions as needed, Students will be added or removed from attendance groups as needed

Person Responsible

Davida Dagan

Schedule

Monthly, from 8/14/2017 to 5/24/2018





Evidence of Completion

MTSS Attendance Portfolios

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M409356	Review and participate in site-based trainings	Tirabassi, Andrea	8/7/2017	CPT Action Logs, Professional Development Agendas, Preplanning Week Schedule, Staff Meeting Agendas	8/7/2017 monthly
G1.MA1 M409357	Student Performance Data	Drum, Rebecca	8/14/2017	Progress Monitoring Data, Data Discussion Notes, iReady Diagnostic Data	5/24/2018 triannually
G2.MA1 M409360	Student Performance Data	Drum, Rebecca	8/14/2017	Progress Monitoring Data, Data Discussion Notes, iReady Diagnostic Data	5/24/2018 triannually
G3.MA1 M409363	Review Progress Monitoring Data	Drum, Rebecca	8/14/2017	Student Achievement Data from Science Benchmark and Common Assessments	5/24/2018 monthly
G4.MA1 M409366	Discipline Spreadsheets, FBA/BIP Data Collection	Drum, Rebecca	8/14/2017	Decrease in discipline referrals and Out of School Suspensions	5/24/2018 monthly
G5.MA1 M409369	Administration will review attendance data to look for trends and patterns. Discussions will be...	Kahler, Jennifer	8/14/2017	Attendance Data	5/24/2018 monthly
G1.B1.S1.MA1 M409355	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the district...	Kahler, Jennifer	8/14/2017	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the district initiatives, Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes	5/24/2018 monthly
G1.B1.S1.A1 A378054	Provide training and support on: effective implementation of the LAFS, high yield instructional...	Tirabassi, Andrea	8/7/2017	CPT Logs, Glenallen Professional Development Plan, Academic Support Team Meeting Minutes	5/24/2018 monthly
G2.B1.S1.MA1 M409358	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of district...	Kahler, Jennifer	8/14/2017	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the MAFS and district initiatives, Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes	5/24/2018 monthly
G2.B1.S1.MA1 M409359	Review and participate in site-based trainings, grade level CPTs, and district trainings	Rainey, Tracy	8/14/2017	CPT Action Logs, Professional Development Agendas, Preplanning Week Schedule, Staff Meeting Agendas	5/24/2018 monthly
G2.B1.S1.A1 A378055	Provide training and support on: MAFS, high yield instructional strategies associated with Visible...	Rainey, Tracy	8/14/2017	CPT Logs, Glenallen Professional Development Plan, Academic Support Team Meeting Minutes	5/24/2018 monthly
G3.B1.S1.MA1 M409361	Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes	Kahler, Jennifer	8/14/2017	Student Achievement Data, CPT Action Logs	5/24/2018 monthly
G3.B1.S1.MA1 M409362	Monitor and participate in training, Review/plan Science Support Needs, Feedback from teachers	Rainey, Tracy	8/14/2017	CPT Agendas & Action Logs, Classroom observations, Academic Support Team Meeting Minutes	5/24/2018 monthly
G3.B1.S1.A1 A378056	Collaborative Planning Times and professional development in the area of science, science...	Rainey, Tracy	8/14/2017	CPT Action Logs	5/24/2018 weekly
G4.B1.S1.MA1 M409364	Administration will meet with Behavior Specialist to review behavioral responding, implementation...	Kahler, Jennifer	8/14/2017	Meeting notes, discipline data, Behavior Support Team Meetings	5/24/2018 quarterly
G4.B1.S1.MA1 M409365	Discipline data will be analyzed monthly	Hiestand, Jennifer	8/14/2017	CPT, PBS & Behavior Support Team Meeting notes, Discipline Data	5/24/2018 monthly
G4.B1.S1.A1 A378057	Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff...	Hiestand, Jennifer	8/14/2017	Preplanning week schedule, CPT meeting notes, Glenallen Professional Development Plan, MTSS Behavior intervention data, organized recognition events	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1  M409367	Support and/or training will be provided to staff members on MTSS attendance interventions as...	Dagan, Davida	8/14/2017	MTSS Attendance Portfolios	5/24/2018 monthly
G5.B1.S1.MA1  M409368	MTSS attendance portfolios will be monitored and students will be recognized for attendance...	Morales, Lauren	8/14/2017	MTSS Attendance Portfolios, Quarterly Attendance Recognition Events	5/24/2018 monthly
G5.B1.S1.A1  A378058	Student attendance reports will be reviewed and parent contact will be made for students exhibiting...	Dagan, Davida	8/14/2017	Attendance Reports and letters	5/24/2018 monthly
G5.B1.S1.A2  A378059	Attendance Groups and Mentoring	Dagan, Davida	8/14/2017	MTSS Portfolios, Attendance Reports	5/24/2018 weekly

V. Professional Development Opportunities

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

G1. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in English/Language Arts (across Levels 3, 4 & 5).

G1.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, Reading program is new to a large number of staff members, High percentage of student population in need of supplemental instructional support, Lack of training in inclusion

G1.B1.S1 Provide ongoing professional development and support on LAFS, district created Instructional Focus Guides, iReady and other district initiatives. Provide ongoing support with the implementation of the Reading Wonders curriculum. Use SCIP Mentors to provide additional support to new teachers. Provide training and support with the inclusion model.

PD Opportunity 1

Provide training and support on: effective implementation of the LAFS, high yield instructional strategies, iReady Inclusion and Visible Learning.

Facilitator

Administration Title I Teachers General Education Teachers District Curriculum/Instruction Specialists, Florida Inclusion Network

Participants

Instructional Staff, Paraprofessionals

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G2. By the year 2018, there will be a minimum of a four percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in Mathematics (across Levels 3, 4 & 5).

G2.B1 Deep understanding of the Florida Standards, Quantity of new staff members, Site-based Professional Development Support, Understanding of data analysis, Parental Involvement, High percentage of student population in need of supplemental instructional support Lack of understanding of new math practices, New struct to math block (Maximizing Math Mentality Grant), Lack of training in inclusion

G2.B1.S1 Provide ongoing training on MAFS, district created Instructional Focus Guide resources, iReady, Math Rounding, Visible Learning, inclusion and other district initiatives. Provide ongoing support with the implementation of the new structure of the math block. Use SCIP Mentors to provide additional support to new teachers. Provide training and support with the inclusion model.

PD Opportunity 1

Provide training and support on: MAFS, high yield instructional strategies associated with Visible Learning, iReady, Inclusion and Math Rounding

Facilitator

Administration Title I Teachers General Education Teachers District Curriculum Specialists Florida Inclusion Network

Participants

Instructional Staff and Paraprofessionals

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G3. By the year 2018, in Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4, & 5).

G3.B1 Lack of training in inquiry based instructional strategies, New science teachers, Site-based Professional Development Support, Deep understanding of the Standards, Parental Involvement, High percentage of student population in need of supplemental instructional support

G3.B1.S1 Provide increased science instruction K-5 by adding the science lab teacher to the specials rotation, Provide time for collaboration among science teachers to share best practices during CPTs, Staff-based science support team member and intervention groups

PD Opportunity 1

Collaborative Planning Times and professional development in the area of science, science intervention groups

Facilitator

Science Teacher, Title I Support Staff, District Curriculum Specialist

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G4. By the year 2018, there will be a 10% reduction in the number of suspensions from the previous year.

G4.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier I, II & III behavior interventions, Accurate data tracking, Parental Involvement, Learned behaviors, High percentage of student population in need of supplemental social and emotional support, Mental Health Illness

G4.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS and CPI training and review PBS plan with all staff, PBS Recognition Program, communicate school-wide behavior data through e-mail, provide supplemental instructional and guidance support.

PD Opportunity 1

Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings, Behavior Support Team Meetings, SWST meetings and at PBS Committee Meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Facilitator

Stacey Frasure & Jennifer Hiestand

Participants

Instructional Staff and Paraprofessionals

Schedule

Weekly, from 8/14/2017 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	Provide training and support on: effective implementation of the LAFS, high yield instructional strategies, iReady Inclusion and Visible Learning.				\$366,786.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Glenallen Elementary School	Title, I Part A		\$366,786.00
2	G2.B1.S1.A1	Provide training and support on: MAFS, high yield instructional strategies associated with Visible Learning, iReady, Inclusion and Math Rounding				\$152,947.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Glenallen Elementary School	Title I, Part A		\$152,947.00
3	G3.B1.S1.A1	Collaborative Planning Times and professional development in the area of science, science intervention groups				\$39,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Glenallen Elementary School	Title I, Part A		\$39,330.00
4	G4.B1.S1.A1	Behavior Specialist and support team will provide CHAMPS and CPI trainings for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings, Behavior Support Team Meetings, SWST meetings and at PBS Committee Meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.				\$104,521.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Glenallen Elementary School	Title I, Part A		\$104,521.00
5	G5.B1.S1.A1	Student attendance reports will be reviewed and parent contact will be made for students exhibiting trends toward chronic absenteeism twice per marking period				\$0.00
6	G5.B1.S1.A2	Attendance Groups and Mentoring				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Glenallen Elementary School	Title I, Part A		\$10,000.00
Total:						\$673,584.00