

Polk County Public Schools

Griffin Elementary School



2017-18 Schoolwide Improvement Plan

Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

<http://schools.polk-fl.net/griffin>

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	73%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Griffin 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.

Our Mission: To provide a high quality education for all students.

b. Provide the school's vision statement.

To establish cooperative, professional relationships with parents, staff and students in order to reach the goal of educating and nurturing the whole child.

2. School Environment

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

Relationships are built through the implementation of our school-wide Positive Behavioral Interventions and Support program. Teachers interact with students using a positive approach and with a attitude of caring and concern. Teachers are also encouraged to build connections with students from administration. For the 2017-2018 school year Griffin Elementary will be implementing CHAMPS as an extension to PBIS, as well as working to strengthen our Multi-Tiered System of Supports under the guidance of Mindful Schools. In addition, we will be implementing Second Step which is a social emotional learning program specific to each grade level.

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

Griffin stresses the four main statements of our Positive Behavior Support program:

~ Show respect

~ On task

~ Accountable

~ Realize My Potential

SOARing to Success!!!

Each of these positive statements are taught and modeled. Students learn the expected behaviors in all areas of the campus including the bus ride to and from school and also across each area of campus. Griffin has expectations specifically targeted to each area and tied directly to the positive statements. These expectations are reinforced through the use of 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.

Griffin staff members are trained during pre-planning with followup sessions during PLCs on the Positive Behavior Support program as well as CHAMPS. Administration expects that each teacher/ staff member utilize its components with fidelity. Expectations are visible and posted on campus and in every classroom. The program includes a specific protocols for behaviors that includes a process flow chart to guide staff members in decision making. Students earn Eagle Bucks as an incentive and positive rewards/celebrations are planned to keep students motivated. Mindful Schools Project will also train staff members on how to implement the social emotional learning program Second Step.

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.

Teachers are provided with lesson plans from Positive Behavioral Interventions and Supports (PBIS) that are tied to the school-wide expectations and CHAMPS. The lesson plans address various social skills that are taught and modeled through daily lessons. Students have an opportunity to practice the social skills within the classroom community as well as throughout the campus.

Mindful Schools Project is providing Griffin with a social-emotional learning program called Second Step and will be helping with the professional development and implementation process. Second Step has a special curriculum for each grade level.

The School Psychologist and School Counselor provides small group social skills lessons for targeted students needing additional support. Members of the PBS team work with students who have been identified as having academic and behavioral needs. Students check in and out with their mentor on a daily basis to set goals and discuss their progress. Polk Vision has also partnered with Griffin to help increase student attendance.

Individual counseling is provided for students who require more intensive support.

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.

Polk County Schools' Early Warning System (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports to school administrators, teachers, school counselors of identified students who are off track and need more intensive supports. In addition to demographics, the reports include GPA, course failures, attendance, tardy information, in-school suspensions and out of school suspensions.

The system monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for promotion. We examine our data with the leadership team to make necessary adjustments to instructional strategies and other supports for students.

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	13	9	28	12	18	0	0	0	0	0	0	0	100
One or more suspensions	9	2	6	30	15	23	0	0	0	0	0	0	0	85
Course failure in ELA or Math	1	0	0	15	0	2	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	13	18	39	0	0	0	0	0	0	0	70
Lowest ELA FSA Quintile	0	0	0	13	19	18	0	0	0	0	0	0	0	50

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	19	14	12	44	39	53	0	0	0	0	0	0	0	181

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

Griffin utilizes:

- MTSS (academics and behavior) data is utilized over time to inform instruction and/or behavior interventions matched to student needs.
- Mindful Schools Project will assist in using MTSS with fidelity.
- Polk Vision will assist with student attendance issues.
- Wheels to Engagement program that encourages parental involvement.
- Attendance Manager monitors tardies and attendance, schedules meetings with parents of targeted students to address attendance concerns/issues.
- Teacher and Administration contact to parents of students with three or more absences in a week.
- Hour of Power (intensive reading intervention instruction)
- Reading Interventionist provides additional reading support with small groups
- Guidance, School Psychologist, and the Mindful Schools Team provides social skills through small group behavioral support, targeting specific areas of need.
- Struggling learners are also invited to attend our Extended Learning Program which will help remediate foundational reading and math skills.

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 available at the school site.

2. Description

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.

Through partnerships with the local community, Griffin is able to secure and utilize resources to support the school and student achievement. Our partnerships include, but are not limited to: Publix at Town and Country Square, Pepperidge Farm, Elk Lodge of Lakeland, Lions Club of Kathleen, Griffin Baptist Church, Bulk Nation, Home Depot and Kathleen Masonic Lodge. In addition, Polk Vision will help support our student attendance goals and Wheels to Engagement (sponsored by Center State Bank and Gordon-Jarrett Ford) will help support our parent involvement.

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
Missouri, Dedra	Psychologist
Durham, Tangela	Assistant Principal
Osgood, Shanda	Instructional Coach
James, Krystal	Instructional Coach
Brown, Janel	Other
Durrance, Melissa	Principal
Badertscher, Deborah	Other

b. Duties

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

Dr. Melissa Durrance - Principal
Tangela M. Durham - Assistant Principal
Kaila Page-Culmer - School Counselor
Dedra Missouri - School Psychologist
Janel Brown - Title I Interventionist
Shanda Osgood - Reading Coach
Krystal James - Math/Science Coach
Christy Olson- Mindful Schools Project

The top three areas of focus for the leadership team is 1. planning 2. monitoring and 3. coaching. The team works collaboratively to implement and monitor the goals and strategies of the school improvement plan. The SBLT also reviews all school data including state assessment scores, attendance, behavior and progress monitoring data (RtiB, iStation, STAR Early Literacy, and STAR Reading and Math). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5.

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.

In order to meet the needs of all students and maximize desired student outcomes, the leadership team analyzed performance data and aligned academic coaches and personnel to meet those specific needs. Title One Federal dollars and local district allocations are utilized to secure additional support personnel and resources. The academic coaches guide collaborative planning and provide coaching and modeling for teachers. Administration and the leadership team monitors the alignment of the resources on a weekly basis through analysis of assessment data, observations, walk through data, feedback from academic coaches and other personnel. The problem solving process is utilized to make decisions and adjustments as needed.

In addition, to assist with our migrant population, we collaborate with the Migrant Liason and Hearth is used as a resource for our homeless students. Americore has also partnered with Griffin to provide

support and remediation for our K-2 students in reading. Polk Vision has partnered with Griffin to provide support, resources, and data analysis to help increase our student attendance with their "Strive for Less than Five" program. Mindful School Project is assisting with the implementation of our social-emotional learning program. And Centerstate Bank and Jarrett-Gordon Ford has partnered with Griffin on a "Wheels to Engagement" program that is designed to help increase parent involvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Heather Bakker	Parent
Krystal James	Teacher
Tangela Durham	Principal
Janel Brown	Parent
Debra Glisson	Education Support Employee
Dr. Melissa Durrance	Principal
Heather Bakker	Parent
Amanda Smith	Parent
Nikki Williams	Parent
Daya Ramani	Parent
	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

During SAC meetings, SIP goals and data are reviewed to measure the effectiveness of last year's school improvement plan.

b. Development of this school improvement plan

The leadership team, in collaboration with the DOE, determined to continue the success of the prior year goals but to refine and improve the effectiveness of implementation. The SIP was submitted during the first SAC meeting for a vote of approval. All parents and community members are welcome to attend SAC meetings. A copy of the school improvement plan will be shared with all stakeholders on the school website.

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

Lottery money will be used based on the suggestions of the SAC committee. Committee members provided suggestions on various resources to spend the money.

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

The goals, strategies and professional development in last year's school improvement plan did not require an allocation of funds.

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
Osgood, Shanda	Instructional Coach
Brown, Janel	Teacher, Career/Technical
Durham, Tangel	Assistant Principal
Missouri, Dedra	Psychologist
James, Krystal	Instructional Coach
Durrance, Melissa	Principal

b. Duties

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

Literacy is promoted within the school by making literacy and reading the cornerstone of all content areas. Through collaborative planning, modeling and practice, teachers are lead to incorporate literacy strategies in all content areas. The LLT provides teachers with resources and strategies through planning and professional development that allows teachers to focus on literacy. In addition, the LLT will provide teachers and students with their literacy data and set goals accordingly.

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.

Teams meet weekly with administration and instructional coaches for collaborative planning. Collaborative planning takes place each week during each grade levels' specials time. The focus of the planning sessions is to study the standards and to ensure understanding of the intent of the standards. Then, they collaboratively align instructional strategies/ tasks with the standards.

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

Administration and leadership team attends yearly job fair sponsored by the district. Administration encourages all staff to maintain a positive attitude and talk about Griffin in a positive light. Potential applicants are screened based on specific criteria to fit the needs of the vacancy. Interview questions are created to allow the interview team/administration to gauge responses that allow the right selection and fit for Griffin. Current teachers are encouraged, praised, and celebrated with special notes or small tokens of appreciation in their mailboxes to maintain morale and help us to retain quality staff. Professional development is provided through weekly Professional Learning Communities to increase

teacher capacity. New teachers are also required to attend Professional Educator's Competency Program (PEC).

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

The mentoring program follows the districts criteria by pairing new teachers with coaches. Teachers meet routinely with the coach to complete the accomplished practices. This cycle might include non-evaluative observations, coaching and modeling as needed, and support in any area needed. New staff are part of a committee that meet monthly with staff members for ongoing support and development meetings. They are oriented to the campus as well as learn the expectations or procedures for the Griffin campus. In addition, teachers are tiered according to the level of support needed.

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 Florida Standards are the basis of all instruction. Our core Instructional program utilizes the district's curriculum/ learning maps along with the approved materials and the Standards Based Instructional Tool (SBIT) to ensure instructional materials are aligned with the standards. Planning is done collaboratively with teams/instructional coaches.

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.

Data from multiple sources are utilized to plan for instruction. Sources of data include: STAR Early Literacy, STAR Reading and Math, iStation Reading and Math and Reading Wonders Weekly assessment (standards).

From the data sources and standards tracking, small groups are formed and planning takes place to match the need of small group interventions with standard/skill deficits within the 120 minute reading block. In addition, Griffin provides an additional hour of reading instruction titled "Hour of Power".

Using STAR data, teachers work with the reading coach to provide students with targeted interventions found in Reading Wonders Foundational Skills, FCRR, CPALMS, STAR Early Literacy, Wonder Works, and Achieve 3000. The reading interventionist also utilizes this data to form small groups either in class or pull out for intensive skill-based instruction.

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: Extended School Day

Minutes added to school year: 10,800

The district standard of minimum hours already surpasses the state requirement. Within the 7 hours instructional day, Griffin incorporates an additional hour of reading instruction.

Strategy Rationale

This hour is to focus on foundational skills using STAR Early Literacy, STAR Reading and Reading Wonders Weekly Assessments. The teacher will work with small groups focusing on those needing the most intensive interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Osgood, Shanda , shanda.osgood@polk-fl.net

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

The data collected will be STAR Early Literacy, STAR Reading, iStation reports, FCRR assessments and Curriculum Based Measurement (CBM) probes. It will be analyzed weekly as lesson plans and groups are formed. The reading coach will assist and monitor for fidelity.

Strategy: After School Program

Minutes added to school year: 1,980

The goal of small group literacy/math tutoring is to assess and work with students' individual strengths, weaknesses, and interests through the three M's: Motivation, Monitoring, & Modeling.

Strategy Rationale

To increase student achievement and overall self-confidence.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Durham, Tangela, tangela.durham@polk-fl.net

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

Pre & Post Assessments, (STAR & Formative Assessments CPALMS)

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.

Griffin's Pre-K works closely with the kindergarten team to align curriculum to ensure students are prepared to transition successfully.

Middle school representatives visit Griffin to hold informational meetings to help parents and student prepare for the transition.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Upon review of 2016/2017 data, proficiency is low in all subject areas and student attendance and discipline are areas of concern.

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.

Student attendance and discipline are poor and both contribute to less time for learning for the students. In addition, implementation of the Tier 1 curriculum for both academics and social emotional learning has not been done with fidelity.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we strengthen the teaching and learning in our Tier 1 curriculum for both academics and behavior, then we will increase student academic achievement and decrease discipline and absenteeism.
- G2.** If we successfully implement and use Multi-tiered System of Supports (MTSS) to establish a school culture that is safe and supportive then students will demonstrate academic, social, and emotional growth.
- G3.** If we increase parent involvement at our school, then student achievement will increase and student absenteeism and discipline referrals will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we strengthen the teaching and learning in our Tier 1 curriculum for both academics and behavior, then we will increase student academic achievement and decrease discipline and absenteeism. 1a

G098646

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	71.0
FCAT 2.0 Science Proficiency	50.0
Discipline incidents	0.0
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in implementing academic and behavior Tier 1 curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches, administration, guidance counselor, Mindful Schools Project, PBIS team

Plan to Monitor Progress Toward G1. 8

Early Warning System data reviewed for progress towards decrease in discipline and absenteeism.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

EWS reports

Plan to Monitor Progress Toward G1. 8

iStation reports will be reviewed to determine increase in student academic achievement.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

iStation reports

G2. If we successfully implement and use Multi-tiered System of Supports (MTSS) to establish a school culture that is safe and supportive then students will demonstrate academic, social, and emotional growth.

1a

G098647

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	40.0
Attendance rate	98.0
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- School Culture
- Lack of support

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS, PBIS, MTSS, Mindful Schools, Polk Vision, Guidance Counselor, Administration and coaches.

Plan to Monitor Progress Toward G2. 8

Monthly discipline and attendance reports will be analyzed.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/15/2016 to 5/31/2018

Evidence of Completion

Reports and meeting minutes

Plan to Monitor Progress Toward G2. 8

Quarterly STAR reading/math reports will be analyzed and remediation will be determined from the data.

Person Responsible

Melissa Durrance

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

STAR reading/math reports and focus calendars

Plan to Monitor Progress Toward G2. 8

Monitor staff vacancies in RHS

Person Responsible

Melissa Durrance

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

RHS System

G3. If we increase parent involvement at our school, then student achievement will increase and student absenteeism and discipline referrals will improve. 1a

G098648

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Parents are not aware of opportunities for parental engagement or involvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wheels to Engagement Program, student agendas, Facebook page, school website

Plan to Monitor Progress Toward G3. 8

Student discipline and attendance reports will be analyzed to determine if increasing parent engagement has helped in these areas.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Early Warning System Data, attendance and discipline 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

 = Problem Solving Step  S123456 = Quick Key

G1. If we strengthen the teaching and learning in our Tier 1 curriculum for both academics and behavior, then we will increase student academic achievement and decrease discipline and absenteeism. **1**

 G098646

G1.B1 Lack of fidelity in implementing academic and behavior Tier 1 curriculum. **2**

 B265478

G1.B1.S2 Build teacher capacity through instructional coaching. **4**

 S281406

Strategy Rationale

Provide teachers with job-embedded professional development.

Action Step 1 **5**

Establish a sense of urgency with data sets

Person Responsible

Melissa Durrance

Schedule

On 8/4/2017

Evidence of Completion

Powerpoint and sign-in sheet, list of identified "bubble students"

Action Step 2 **5**

Weekly Collaborative Planning Sessions to develop an understanding of the standards and to align academic tasks.

Person Responsible

Melissa Durrance

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Collaborative Planning sign-in sheets, lesson plans, student work samples

Action Step 3 5

Professional development and materials for and implementation of the Being a Writer Program

Person Responsible

Melissa Durrance

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Lesson plans and observations

Action Step 4 5

Monitor lesson delivery for all Tier 1 curriculum and alignment of student work samples

Person Responsible

Melissa Durrance

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Observation notebook, student work samples, Journey

Action Step 5 5

Tier teachers and conduct professional development on the coaching cycle with leadership team. Establish a plan of action for teacher support on each tier.

Person Responsible

Melissa Durrance

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leadership team minutes, coaches log, observations, lesson plans

Action Step 6 5

Use of curriculum coaches to provide academic support for teachers.

Person Responsible

Melissa Durrance

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans

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

Classroom observations to monitor the effectiveness of teachers implementing the Tier 1 curriculum for both academics and behavior.

Person Responsible

Melissa Durrance

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observations, student work samples, formative assessments, EWS data

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

Frequent observations to monitor the implementation of the Tier 1 curriculum

Person Responsible

Melissa Durrance

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Journey Observations/Feedback and observation notebook

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

Analysis of progress monitoring data to create a focus calendar for remediation.

Person Responsible

Melissa Durrance

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

iStation and STAR reports, Focus calendar

G1.B1.S3 Utilize TT1 paraeducator and Reading Interventionist to provide differentiated instruction with our struggling students to help with remediation. 4

 S281407

Strategy Rationale

Providing differentiated targeted instruction for our struggling students will help close the achievement gap.

Action Step 1 5

Identify struggling 'bubble' students who need extra support to move to the level of proficiency.

Person Responsible

Shanda Osgood

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

FSA reports and list of 'bubble' students

Action Step 2 5

Create a daily schedule for the TTI paraeducator and Reading Interventionist.

Person Responsible

Tangela Durham

Schedule

On 8/31/2017

Evidence of Completion

Schedule

Action Step 3 5

TTI paraeducator to pull daily groups for remediation.

Person Responsible

Janel Brown

Schedule

Daily, from 8/28/2017 to 5/31/2018

Evidence of Completion

TTI para schedule and plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Schedules will be created to ensure students are receiving regular interventions.

Person Responsible

Tangela Durham

Schedule

On 8/31/2017

Evidence of Completion

Schedules, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data sets will be reviewed.

Person Responsible

Melissa Durrance


Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

STAR and iStation reports

G1.B1.S4 Extended Learning Program 4

 S281408

Strategy Rationale

Providing additional tutoring will help remediate students' foundational skills.

Action Step 1 5

Secure funding for the extended learning program.

Person Responsible

Melissa Durrance

Schedule

On 9/4/2017

Evidence of Completion

Copy of the budget.

Action Step 2 5

Select materials and resources for extended learning program.

Person Responsible

Melissa Durrance

Schedule

On 9/25/2017

Evidence of Completion

List of materials and resources to be used.

Action Step 3 5

Analyze student data and determine the students to be invited to extended learning.

Person Responsible

Tangela Durham

Schedule

On 9/25/2017

Evidence of Completion

Invitation and list of students.

Action Step 4 5

Secure teachers for extended learning program.

Person Responsible

Janel Brown

Schedule

On 9/25/2017

Evidence of Completion

List of teachers who will teach.

Action Step 5 5

Set dates for extended learning program.

Person Responsible

Janel Brown

Schedule

On 9/25/2017

Evidence of Completion

Parent letter with dates.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Schedule will be set, permission slips will be sent home.

Person Responsible

Janel Brown

Schedule

On 9/25/2017

Evidence of Completion

Permission slip and tutoring schedule.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Schedule will be set, permission slips will be sent home.

Person Responsible

Janel Brown

Schedule

On 9/25/2017

Evidence of Completion

Permission slip and tutoring schedule.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student STAR and iStation data will be monitored.

Person Responsible

Melissa Durrance

Schedule

Biweekly, from 10/2/2017 to 12/15/2017

Evidence of Completion

STAR and iStation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student STAR and iStation data will be monitored.

Person Responsible

Melissa Durrance

Schedule

Biweekly, from 10/2/2017 to 12/15/2017

Evidence of Completion

STAR and iStation reports

G2. If we successfully implement and use Multi-tiered System of Supports (MTSS) to establish a school culture that is safe and supportive then students will demonstrate academic, social, and emotional growth. 1

 G098647

G2.B3 School Culture 2

 B265483

G2.B3.S2 Implement a Social Emotional Learning program with the assistance of Mindful Schools Project. 4

 S281414

Strategy Rationale

This will help change the school culture and reduce negative behavior thus allowing students to grow academically.

Action Step 1 5

PBIS Team Meeting "Framework for Success"

Person Responsible

Melissa Durrance

Schedule

On 7/13/2017

Evidence of Completion

Sign-in sheet, calendar of PBIS meetings and PBIS celebrations, school wide PBIS plan

Action Step 2 5

Staff development on CHAMPS and PBIS

Person Responsible

Melissa Durrance

Schedule

On 8/4/2017

Evidence of Completion

Agenda and sign-in sheet, CHAMPs classroom lesson plans

Action Step 3 5

Professional development on how to implement Second Step

Person Responsible

Melissa Durrance

Schedule

Daily, from 8/3/2017 to 8/31/2017

Evidence of Completion

Agenda and sign-in sheet, lesson plans

Action Step 4 5

Implement and monitor CHAMPS, PBIS, and Second Step

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS meeting minutes, lesson plans, classroom observations

Action Step 5 5

Utilize MTSS for behavior and academics.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

MTSS meeting minutes, small group lesson plans, Early Warning System data

Action Step 6 5

Tiering teachers to provide differentiated support

Person Responsible

Melissa Durrance

Schedule

Biweekly, from 8/31/2016 to 5/31/2018

Evidence of Completion

Tiered teacher document, coaches logs, observations

Action Step 7 5

Professional Development for teachers on Rtl-B

Person Responsible

Deborah Badertscher

Schedule

On 9/6/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Analyze Early Warning Data with leadership team

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leadership Team meeting notes, Early Warning Data

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom Observations to monitor implementation of Second Steps and CHAMPs

Person Responsible

Melissa Durrance

Schedule

Daily, from 8/7/2017 to 5/31/2018

Evidence of Completion

Journey Observations and Administrator notebook, along with EWS data

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Leadership Team will review Early Warning System data to monitor effectiveness.

Person Responsible

Melissa Durrance

Schedule

Biweekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Leadership Team meeting minutes, EWS data, observations,

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Academic progress monitoring with STAR Reading/Math

Person Responsible

Melissa Durrance

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Quarterly STAR reports

G2.B4 Lack of support **2**

 B265484

G2.B4.S1 Limited funds to provide incentives to encourage teachers to remain at current school **4**

 S281415

Strategy Rationale

Action Step 1 **5**

Recognize instructional staff and paraprofessionals who come to or remain at the school

Person Responsible

Melissa Durrance

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Review of Funds Management Report

Person Responsible

Melissa Durrance

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Retention rate

Person Responsible

Melissa Durrance

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G3. If we increase parent involvement at our school, then student achievement will increase and student absenteeism and discipline referrals will improve. 1

G098648

G3.B2 Parents are not aware of opportunities for parental engagement or involvement. 2

B265486

G3.B2.S2 Communicate parent engagement/involvement activities through a variety of methods. 4

S281417

Strategy Rationale

Clear and frequent communications with parents through a variety of methods will increase the amount of parent engagement.

Action Step 1 5

Display parent involvement opportunities on our school website and marquee in addition to posting the opportunities in our school newsletter.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Screen shots of the website, copies of school newsletter.

Action Step 2 5

Promote the Wheels to Engagement Program by adding the information to our school website and sending home brochures to parents.

Person Responsible

Melissa Durrance

Schedule

On 8/31/2017

Evidence of Completion

Screen shot of our website, copy of the brochure sent home.

Action Step 3 5

Create a school Facebook page.

Person Responsible

Melissa Durrance

Schedule

On 9/30/2017

Evidence of Completion

Screen shot of Facebook home page.

Action Step 4 5

Purchase an agenda for each student to encourage parent/school communications

Person Responsible

Janel Brown

Schedule

On 9/11/2017

Evidence of Completion

Copy of a student agenda.

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

The number of approved volunteers and the number of parents that attend engagement activities will be tracked.

Person Responsible

Janel Brown

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Genesis report for parent volunteers and parent sign in sheets for activities.

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

Student academic, attendance and discipline data will be monitored.

Person Responsible

Melissa Durrance

Schedule

Monthly, from 8/14/2017 to 5/31/2018






















Evidence of Completion

Early Warning System Data









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S2.A1 A379505	PBIS Team Meeting "Framework for Success"	Durrance, Melissa	7/11/2017	Sign-in sheet, calendar of PBIS meetings and PBIS celebrations, school wide PBIS plan	7/13/2017 one-time
G1.B1.S2.A1 A379483	Establish a sense of urgency with data sets	Durrance, Melissa	8/3/2017	Powerpoint and sign-in sheet, list of identified "bubble students"	8/4/2017 one-time
G2.B3.S2.A2 A379506	Staff development on CHAMPS and PBIS	Durrance, Melissa	8/3/2017	Agenda and sign-in sheet, CHAMPS classroom lesson plans	8/4/2017 one-time
G2.B3.S2.MA1 M411582	Leadership Team will review Early Warning System data to monitor effectiveness.	Durrance, Melissa	8/14/2017	Leadership Team meeting minutes, EWS data, observations,	8/14/2017 biweekly
G2.B3.S2.A3 A379507	Professional development on how to implement Second Step	Durrance, Melissa	8/3/2017	Agenda and sign-in sheet, lesson plans	8/31/2017 daily
G3.B2.S2.A2 A379514	Promote the Wheels to Engagement Program by adding the information to our school website and...	Durrance, Melissa	8/14/2017	Screen shot of our website, copy of the brochure sent home.	8/31/2017 one-time
G1.B1.S3.MA1 M411565	Schedules will be created to ensure students are receiving regular interventions.	Durham, Tangela	8/14/2017	Schedules, lesson plans	8/31/2017 one-time
G1.B1.S3.A2 A379490	Create a daily schedule for the TTI paraeducator and Reading Interventionist.	Durham, Tangela	8/14/2017	Schedule	8/31/2017 one-time
G1.B1.S4.A1 A379492	Secure funding for the extended learning program.	Durrance, Melissa	8/21/2017	Copy of the budget.	9/4/2017 one-time
G2.B3.S2.A7 A379511	Professional Development for teachers on RtI-B	Badertscher, Deborah	9/6/2017		9/6/2017 one-time
G3.B2.S2.A4 A379516	Purchase an agenda for each student to encourage parent/school communications	Brown, Janel	8/14/2017	Copy of a student agenda.	9/11/2017 one-time
G1.B1.S4.MA1 M411568	Schedule will be set, permission slips will be sent home.	Brown, Janel	9/4/2017	Permission slip and tutoring schedule.	9/25/2017 one-time
G1.B1.S4.MA1 M411569	Schedule will be set, permission slips will be sent home.	Brown, Janel	9/4/2017	Permission slip and tutoring schedule.	9/25/2017 one-time
G1.B1.S4.A2 A379493	Select materials and resources for extended learning program.	Durrance, Melissa	8/21/2017	List of materials and resources to be used.	9/25/2017 one-time
G1.B1.S4.A3 A379494	Analyze student data and determine the students to be invited to extended learning.	Durham, Tangela	9/4/2017	Invitation and list of students.	9/25/2017 one-time
G1.B1.S4.A4 A379495	Secure teachers for extended learning program.	Brown, Janel	9/4/2017	List of teachers who will teach.	9/25/2017 one-time
G1.B1.S4.A5 A379496	Set dates for extended learning program.	Brown, Janel	9/4/2017	Parent letter with dates.	9/25/2017 one-time
G3.B2.S2.A3 A379515	Create a school Facebook page.	Durrance, Melissa	8/14/2017	Screen shot of Facebook home page.	9/30/2017 one-time
G1.B1.S4.MA1 M411566	Student STAR and iStation data will be monitored.	Durrance, Melissa	10/2/2017	STAR and iStation reports	12/15/2017 biweekly
G1.B1.S4.MA1 M411567	Student STAR and iStation data will be monitored.	Durrance, Melissa	10/2/2017	STAR and iStation reports	12/15/2017 biweekly

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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
G1.MA1  M411570	Early Warning System data reviewed for progress towards decrease in discipline and absenteeism.	Durrance, Melissa	8/14/2017	EWS reports	5/31/2018 monthly
G1.MA2  M411571	iStation reports will be reviewed to determine increase in student academic achievement.	Durrance, Melissa	8/14/2017	iStation reports	5/31/2018 monthly
G2.MA1  M411588	Monthly discipline and attendance reports will be analyzed.	Durrance, Melissa	8/15/2016	Reports and meeting minutes	5/31/2018 monthly
G2.MA2  M411589	Quarterly STAR reading/math reports will be analyzed and remediation will be determined from the...	Durrance, Melissa	8/31/2017	STAR reading/math reports and focus calendars	5/31/2018 quarterly
G3.MA1  M411593	Student discipline and attendance reports will be analyzed to determine if increasing parent...	Durrance, Melissa	8/14/2017	Early Warning System Data, attendance and discipline reports.	5/31/2018 monthly
G1.B1.S2.MA1  M411561	Frequent observations to monitor the implementation of the Tier 1 curriculum	Durrance, Melissa	8/14/2017	Journey Observations/Feedback and observation notebook	5/31/2018 weekly
G1.B1.S2.MA3  M411562	Analysis of progress monitoring data to create a focus calendar for remediation.	Durrance, Melissa	8/31/2017	iStation and STAR reports, Focus calendar	5/31/2018 quarterly
G1.B1.S2.MA1  M411563	Classroom observations to monitor the effectiveness of teachers implementing the Tier 1 curriculum...	Durrance, Melissa	8/14/2017	Classroom observations, student work samples, formative assessments, EWS data	5/31/2018 daily
G1.B1.S2.A2  A379484	Weekly Collaborative Planning Sessions to develop an understanding of the standards and to align...	Durrance, Melissa	8/14/2017	Collaborative Planning sign-in sheets, lesson plans, student work samples	5/31/2018 weekly
G1.B1.S2.A3  A379485	Professional development and materials for and implementation of the Being a Writer Program	Durrance, Melissa	8/31/2017	Lesson plans and observations	5/31/2018 daily
G1.B1.S2.A4  A379486	Monitor lesson delivery for all Tier 1 curriculum and alignment of student work samples	Durrance, Melissa	8/14/2017	Observation notebook, student work samples, Journey	5/31/2018 weekly
G1.B1.S2.A5  A379487	Tier teachers and conduct professional development on the coaching cycle with leadership team....	Durrance, Melissa	8/14/2017	Leadership team minutes, coaches log, observations, lesson plans	5/31/2018 weekly
G1.B1.S2.A6  A379488	Use of curriculum coaches to provide academic support for teachers.	Durrance, Melissa	8/14/2017	Lesson plans	5/31/2018 weekly
G2.B3.S2.MA4  M411583	Academic progress monitoring with STAR Reading/Math	Durrance, Melissa	8/31/2017	Quarterly STAR reports	5/31/2018 quarterly
G2.B3.S2.MA1  M411584	Analyze Early Warning Data with leadership team	Durrance, Melissa	8/14/2017	Leadership Team meeting notes, Early Warning Data	5/31/2018 monthly
G2.B3.S2.MA2  M411585	Classroom Observations to monitor implementation of Second Steps and CHAMPS	Durrance, Melissa	8/7/2017	Journey Observations and Administrator notebook, along with EWS data	5/31/2018 daily
G2.B3.S2.A4  A379508	Implement and monitor CHAMPS, PBIS, and Second Step	Durrance, Melissa	8/10/2017	MTSS meeting minutes, lesson plans, classroom observations	5/31/2018 monthly
G2.B3.S2.A5  A379509	Utilize MTSS for behavior and academics.	Durrance, Melissa	8/9/2017	MTSS meeting minutes, small group lesson plans, Early Warning System data	5/31/2018 monthly
G2.B3.S2.A6  A379510	Tiering teachers to provide differentiated support	Durrance, Melissa	8/31/2016	Tiered teacher document, coaches logs, observations	5/31/2018 biweekly
G3.B2.S2.MA1  M411591	Student academic, attendance and discipline data will be monitored.	Durrance, Melissa	8/14/2017	Early Warning System Data	5/31/2018 monthly
G3.B2.S2.MA1  M411592	The number of approved volunteers and the number of parents that attend engagement activities will...	Brown, Janel	8/14/2017	Genesis report for parent volunteers and parent sign in sheets for activities.	5/31/2018 monthly

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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
G3.B2.S2.A1  A379513	Display parent involvement opportunities on our school website and marquee in addition to posting...	Durrance, Melissa	8/14/2017	Screen shots of the website, copies of school newsletter.	5/31/2018 monthly
G1.B1.S3.MA1  M411564	Data sets will be reviewed.	Durrance, Melissa	8/14/2017	STAR and iStation reports	5/31/2018 monthly
G1.B1.S3.A1  A379489	Identify struggling 'bubble' students who need extra support to move to the level of proficiency.	Osgood, Shanda	8/14/2017	FSA reports and list of 'bubble' students	5/31/2018 quarterly
G1.B1.S3.A3  A379491	TTI paraeducator to pull daily groups for remediation.	Brown, Janel	8/28/2017	TTI para schedule and plans.	5/31/2018 daily
G2.MA3  M411590	Monitor staff vacancies in RHS	Durrance, Melissa	10/1/2017	RHS System	8/31/2018 monthly
G2.B4.S1.MA1  M411586	Retention rate	Durrance, Melissa	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G2.B4.S1.MA1  M411587	Review of Funds Management Report	Durrance, Melissa	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G2.B4.S1.A1  A379512	Recognize instructional staff and paraprofessionals who come to or remain at the school	Durrance, Melissa	10/1/2017	Payroll records	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. If we strengthen the teaching and learning in our Tier 1 curriculum for both academics and behavior, then we will increase student academic achievement and decrease discipline and absenteeism.

G1.B1 Lack of fidelity in implementing academic and behavior Tier 1 curriculum.

G1.B1.S2 Build teacher capacity through instructional coaching.

PD Opportunity 1

Professional development and materials for and implementation of the Being a Writer Program

Facilitator

Katy Cortleyou

Participants

K-2 teachers

Schedule

Daily, from 8/31/2017 to 5/31/2018

PD Opportunity 2

Tier teachers and conduct professional development on the coaching cycle with leadership team.
Establish a plan of action for teacher support on each tier.

Facilitator

Melissa Durrance

Participants

Leadership team

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G2. If we successfully implement and use Multi-tiered System of Supports (MTSS) to establish a school culture that is safe and supportive then students will demonstrate academic, social, and emotional growth.

G2.B3 School Culture

G2.B3.S2 Implement a Social Emotional Learning program with the assistance of Mindful Schools Project.

PD Opportunity 1

PBIS Team Meeting "Framework for Success"

Facilitator

Deborah Badertscher- Mindful Schools

Participants

PBIS Team

Schedule

On 7/13/2017

PD Opportunity 2

Staff development on CHAMPS and PBIS

Facilitator

Melissa Durrance

Participants

All teachers

Schedule

On 8/4/2017

PD Opportunity 3

Professional development on how to implement Second Step

Facilitator

Mindful Schools Project

Participants

Classroom teachers

Schedule

Daily, from 8/3/2017 to 8/31/2017

PD Opportunity 4

Professional Development for teachers on Rtl-B

Facilitator

Mindful Schools Projects

Participants

Classroom teachers

Schedule

On 9/6/2017

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.S2.A1	Establish a sense of urgency with data sets				\$0.00
2	G1.B1.S2.A2	Weekly Collaborative Planning Sessions to develop an understanding of the standards and to align academic tasks.				\$0.00
3	G1.B1.S2.A3	Professional development and materials for and implementation of the Being a Writer Program				\$12,611.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	500-Materials and Supplies	1231 - Griffin Elementary School	Title, I Part A		\$7,000.00
			Notes: Using Title I funds to purchase K-2 supplemental writing program that focus on the writing process and social skills. This program is on the PURE list.			
	6400		1231 - Griffin Elementary School	Title, I Part A		\$2,611.00
			Notes: Subs for PD			
	6400	310-Professional and Technical Services	1231 - Griffin Elementary School	Title, I Part A		\$3,000.00
			Notes: Consultant for Being A Writer PD			
4	G1.B1.S2.A4	Monitor lesson delivery for all Tier 1 curriculum and alignment of student work samples				\$0.00
5	G1.B1.S2.A5	Tier teachers and conduct professional development on the coaching cycle with leadership team. Establish a plan of action for teacher support on each tier.				\$0.00
6	G1.B1.S2.A6	Use of curriculum coaches to provide academic support for teachers.				\$109,159.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG	2.0	\$83,390.00
			Notes: Math/Science Coach Reading Coach			
	6400	220-Social Security	1231 - Griffin Elementary School	UniSIG	2.0	\$6,379.00
	6400	210-Retirement	1231 - Griffin Elementary School	UniSIG	2.0	\$6,605.00
	6400	231-Health and Hospitalization	1231 - Griffin Elementary School	UniSIG	2.0	\$12,280.00
	6400	232-Life Insurance	1231 - Griffin Elementary School	UniSIG	2.0	\$38.00
	6400	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG	2.0	\$467.00

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7	G1.B1.S3.A1	Identify struggling 'bubble' students who need extra support to move to the level of proficiency.				\$83,066.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	Title, I Part A		\$67,154.00
Notes: Reading Interventionist						
	5100	530-Periodicals	1231 - Griffin Elementary School	Title, I Part A		\$3,000.00
	5100	510-Supplies	1231 - Griffin Elementary School	UniSIG		\$12,912.00
Notes: Classroom Libraries						
8	G1.B1.S3.A2	Create a daily schedule for the TTI paraeducator and Reading Interventionist.				\$0.00
9	G1.B1.S3.A3	TTI paraeducator to pull daily groups for remediation.				\$23,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1231 - Griffin Elementary School	Title, I Part A		\$23,000.00
Notes: TTI paraeducator						
10	G1.B1.S4.A1	Secure funding for the extended learning program.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	790-Miscellaneous Expenses	1231 - Griffin Elementary School			\$3,000.00
Notes: Transportation for Extended Learning						
	5900	120-Classroom Teachers	1231 - Griffin Elementary School	Title, I Part A		\$12,000.00
11	G1.B1.S4.A2	Select materials and resources for extended learning program.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	510-Supplies	1231 - Griffin Elementary School	Title, I Part A		\$6,000.00
Notes: SIPPS Curriculum						
12	G1.B1.S4.A3	Analyze student data and determine the students to be invited to extended learning.				\$0.00
13	G1.B1.S4.A4	Secure teachers for extended learning program.				\$0.00
14	G1.B1.S4.A5	Set dates for extended learning program.				\$0.00
15	G2.B3.S2.A1	PBIS Team Meeting "Framework for Success"				\$0.00
16	G2.B3.S2.A2	Staff development on CHAMPS and PBIS				\$0.00
17	G2.B3.S2.A3	Professional development on how to implement Second Step				\$0.00

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18	G2.B3.S2.A4	Implement and monitor CHAMPS, PBIS, and Second Step				\$0.00
19	G2.B3.S2.A5	Utilize MTSS for behavior and academics.				\$0.00
20	G2.B3.S2.A6	Tiering teachers to provide differentiated support				\$0.00
21	G2.B3.S2.A7	Professional Development for teachers on RtI-B				\$0.00
22	G2.B4.S1.A1	Recognize instructional staff and paraprofessionals who come to or remain at the school				\$49,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1231 - Griffin Elementary School	UniSIG	40.0	\$40,000.00
			Notes: Recruitment/Retention Bonuses			
	5100	150-Aides	1231 - Griffin Elementary School	UniSIG	9.0	\$2,250.00
			Notes: Recruitment/Retention Bonuses			
	5100	210-Retirement	1231 - Griffin Elementary School	UniSIG	49.0	\$3,359.00
	5100	220-Social Security	1231 - Griffin Elementary School	UniSIG	49.0	\$3,219.00
	5100	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG	49.0	\$237.00
23	G3.B2.S2.A1	Display parent involvement opportunities on our school website and marquee in addition to posting the opportunities in our school newsletter.				\$0.00
24	G3.B2.S2.A2	Promote the Wheels to Engagement Program by adding the information to our school website and sending home brochures to parents.				\$0.00
25	G3.B2.S2.A3	Create a school Facebook page.				\$0.00
26	G3.B2.S2.A4	Purchase an agenda for each student to encourage parent/school communications				\$917.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	1231 - Griffin Elementary School	Title, I Part A		\$917.00
			Notes: Student agendas			
					Total:	\$298,818.00