

Polk County Public Schools

Polk City Elementary School



2017-18 Schoolwide Improvement Plan

Polk City Elementary School

125 BOUGAINVILLEA AVE S, Polk City, FL 33868

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

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	46
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	51

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 Polk City 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.

Polk City Elementary will demonstrate high expectations by collaborating and communicating with the community, parents, staff and students to foster a safe, respectful and diverse learning environment that provides differentiated opportunities for all to think critically and participate in student centered, rigorous, standards based, high quality instruction.

b. Provide the school's vision statement.

Polk City Elementary School students will be independent thinkers and problem solvers who work cooperatively to meet high expectations in order to become lifelong learners.

2. School Environment

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

The staff at Polk City Elementary understands what it means to be working in a Title I school thus not allowing poverty to be an excuse. All students are able to be educated. The staff believes all students can learn and they remind students of that belief daily. During the first week of school, teachers lead activities to get to know the students as well as students getting to know their peers. Teachers are encouraged to reach out to parents the first week of school and make a positive phone call. This allows for a positive relationship to start with the family and the student. Teachers are encouraged to participate in family night activities and activities in the community to show their support of the students.

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

The school created an environment where students feel safe and respected before, during, and after school because staff members are posted at all entrances and exits during arrival and dismissal each day. During the day, students must walk in partners or trios to and from the classroom to various areas when not traveling as a class.

All gates and doors remain locked throughout the day and may only be opened by an adult staff member.

Staff members are always on the look out for any potential threats--a visitor who may have bypassed the office, or a visitor who did not go directly back to the office and is wandering toward classrooms, or is not wearing a visitor badge/sticker.

Staff are provided with red emergency folders which must be taken with them and held in the air during the various drills to denote that everyone is safe under their care.

Staff are trained on how to respond to other possible mishaps or emergencies.

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.

The school implements the Positive Behavior Support (PBS) system throughout the campus and on buses where students are encouraged to --Be Prepared, Act Responsibly, Respect Everyone, and Keep Safe--. The correct behaviors are expected across the whole campus and are encouraged to be used off campus as well.

Staff members have been trained and have created CHAMPs plans for each area of the school for many different activities.

The school-wide expectations are used in conjunction with the Precious Not Prickly curriculum.

In addition, anti-bullying lessons are taught the second week of classes and reviewed as necessary.

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.

Students are encouraged to speak to the school's guidance counselor if interested due to a concern. They often times will also meet or share information with the administration which may be forwarded to the counselor if necessary.

The counselor meets with parents and students. The counselor holds small group sessions with students regarding: anger management, behavior, parent divorce, grief, social skills, self esteem issues, family issues and peer issues.

The guidance counselor supports students and teachers with preventative lessons on character education, career, antibullying and conflict resolution.

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 Early Warning System alerts to when students are exhibiting absenteeism at a rate of 10%. The attendance manager, guidance counselor and school principal monitor student attendance and collaborates with the district social worker. Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, teacher, guidance counselor and social worker to determine interventions and provide support to get the student to school on a regular basis. The EWS also helps monitor suspensions. Administration, guidance counselor and classroom teachers monitor student grades to identify students who are failing in ELA and Math courses. Students are given the opportunity for grade recovery. The state provides the standardized assessment data for ELA and Math.

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	4	17	12	23	17	3	0	0	0	0	0	0	0	76
One or more suspensions	2	1	6	6	6	15	0	0	0	0	0	0	0	36
Course failure in ELA or Math	5	9	8	6	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	5	13	10	0	0	0	0	0	0	0	28

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	1	1	2	6	1	10	0	0	0	0	0	0	0	21

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

Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, guidance counselor, teacher and social worker to determine interventions and provide support to get the student to school on a regular basis. For students who are experiencing chronic illness, the hospital homebound program is offered as an alternative. Students are given missed work to make up. When students attend school regularly the teacher is able to work with them in a small group to "catch them up". The social worker works to provide resources for parents within the community if needed.

Positive behavior support strategies along with Tier 2 and 3 interventions are put into place to avoid suspensions. Students who are failing are given the opportunity for grade recovery, after school tutoring and Tier 2 and 3 interventions. The interventions are progress monitored and reported every 4-6 weeks. Students scoring in the lowest quartile on the state assessment are offered after school tutoring. Interventions for Tier 2 and 3 students are put into place to address deficiencies and build foundation 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

Please refer to Title I Parent Involvement Plan for 2013-2014 school year.

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 principal visits surrounding businesses to encourage partnerships. A cake auction is held each year as a fund-raiser for the school. Parents, staff, and members from the community businesses attend the before auction dinner and stay for the fun-filled auction later in the evening.

Monies earned from the auction go to purchase materials for students such as picnic tables with benches, sound system for the cafeteria for various events, and many items that directly benefit the students.

Local businesses support our school by hosting Spirit Nights to raise money for the school.

We invite local community members to become volunteers in our school to mentor our students.

Community members and local businesses participate in the annual Great American Teach In to support the school and students. Students learn about careers and local businesses during the Teach In.

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
Erb-hancock, Jennifer	Principal
Miller, Jessica	Instructional Coach
Smith, Elizabeth	Assistant Principal

b. Duties

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

The MTSS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators.

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.

Baseline data is gathered in August and September. On going assessment data is also gathered mid-year and near the beginning of the state assessment window. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by through formative assessments. End of Year data is gathered through final and state assessments. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings and with grade level teams.

Title I, Part A

Title I, Part A, funds school-wide services to Polk City Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before school and after school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

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

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web based access via Title II-D funds as made available. Funds available to Polk City Elementary are used to purchase items that support the school improvement plan goals.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

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

N/A

Violence Prevention Programs

Polk City Elementary provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional

learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ann Blethen	Business/Community
Mike Blethen	Business/Community
Earl Taylor	Business/Community
Sarah Dockray	Parent
Sybil Parker	Parent
Brittenie Sapp	Parent
Joe LaCascia	Business/Community
Janet Aguilar	Teacher
Eric Alvarado	Teacher
Jessica Miller	Teacher
Sarah Fletcher	Education Support Employee
Jennifer Hancock	Principal
Elizabeth Smith	Education Support Employee

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

Goals will be updated according to data.

b. Development of this school improvement plan

Goals were written to address the school's weaknesses. SAC members are aware of the barriers the school is faced with and the strategies being implemented to overcome the barriers.

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

The operational and Title I budgets were reviewed with the SAC. The SAC will vote on how to spend the lottery funds.

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

No funds available at this time.

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
Erb-hancock, Jennifer	Principal
Miller, Jessica	Instructional Coach
Smith, Elizabeth	Assistant Principal

b. Duties

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

The LLT will monitor and analyze all of the assessment data from FSA, On-going assessments and formative assessments to determine the students' needs for a positive outcome on the state assessment. The LLT will continue to provide support to all teachers to ensure best practices are being used in all classrooms to ensure students are achieving proficiency. Weekly collaborative planning sessions will be held with grade levels to ensure proper planning of ELA and Math standards. The LLT will promote literacy through the new school wide Accelerated Reader incentive program as well.

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.

Teachers are allocated a common planning time daily of 50 minutes. Each grade level including special areas have the time to come together to plan and meet as a team. Faculty meetings are held in which a grade level leads a teambuilding activity for the other staff members to participate in. Team leader meetings are held in which discussion across grade levels is encouraged in academic and non academic areas. Grade levels are paired to work together with each other as well as bringing their students together. K is paired with 3rd, 1st with 4th, and 2nd with 5th. They get together on a weekly basis. Optional social activities are held after school hours to encourage positive relationships among staff.

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

Interviews are granted to teachers who are consider highly qualified and certified in their field. Potential applicants are asked to share previous evaluations and evidence of student achievement gains. To retain effective teachers, the coaching model is used, ongoing professional development is offered and positive support is in place.

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

Instructional coaches and administration hold regular meetings with new teachers. New teachers are paired with effective, experienced teachers. Professional development of best practices are facilitated for new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers plan instructional lessons using the Florida State Standards. The district curriculum maps serve as a guide to planning standards based lessons. The instructional materials purchased by the district are primarily aligned to the standards. Teachers use other resources that are aligned as well.

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.

Previous year state FSA data for reading and math along with current year data for grades 3-5 is used to differentiate small groups. Teachers are using weekly reading skill data to address skill deficiencies during their differentiated small group time. Math formative assessment data will be used to drive instruction during math small groups. Additional instructional time is provided in English Language Arts and Math to include re-teach and/or remediation. Special area teachers and paraprofessionals are assigned to work with students on a daily basis.

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: 4,320

Students will receive instruction using the Project Based Learning Model. There will be time for remediation in core academic subjects, homework help and enrichment opportunities such as book clubs, science clubs related to the science standards, art and music, technology and physical education.

Strategy Rationale

The program will be open to all students 1st-5th grades. These opportunities are available to enhance learning for all students. The overall expectation is that student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Erb-hancock, Jennifer, jennifer.erb-hancock@polk-fl.net

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

A pre and post test covering the standards being instructed or remediated will be administered and analyzed to determine the effectiveness of the strategies. Report cards will be the data pieces collected and analyzed.

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.

The curriculum that is used in our county-wide Pre-K program is Pre-K School Readiness.

Concerning parent involvement, two (2) Pre-K staff members in conjunction with the district staff will encourage the parents to come to the classroom anytime during the school day to visit, come to have lunch with their child, or work with us on special projects. Pre-K has many parents who are approved volunteers that attend our field trips.

During the school year, in Pre-K, there are at least two conferences with each parent. The first conference is basically giving the parents or guardians information about the Pre-K program while their child is in school. The second conference is on the social/emotional/and cognitive development of the child. The third conference is on kindergarten transition. Pre-K meets with the parents of the children going to kindergarten and provides them with their child's strengths and provides information as to what they can do during the summer to help their child be successful in kindergarten.

Pre-K sends home a summer packet for each child. It contains paper, markers, pencils, glue, construction paper, scissors, and crayons. Information about the summer packet is shared with the

children to encourage them to continue with school activities during the summer.

Pre-K is involved in our Kindergarten Recruiting. The staff assists parents with questions about the Pre-K program to help them complete the necessary enrollment paperwork. The children who are going to kindergarten visit each kindergarten teacher's classroom to help them in the transition of going into another classroom in the fall.

All state subsidized child-care programs including the Polk County School Readiness Program use the Florida State developed Ages and Stages Assessment Tool and High Scope's Child Observation Record during the preschool years. Upon entering kindergarten, children are assessed by use of the FLKRS program assessment.

Before students are placed in a kindergarten classroom, the kindergarten teachers use various techniques (observation, school based assessment, parent feedback, etc.) in monitoring the students' readiness. FLKRS and FAIR are administered at the beginning of the school year. The data is disaggregated and the results aid us in creating a target list of students that are labeled according to their level of need. Kindergarten teachers, trained paraprofessionals, and leadership team members are responsible for administering the assessments. Students, who are found to have low readiness rates, are monitored and evaluated carefully. The Reading Coach models best practices, works with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assists in the constant monitoring of students' progress.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Strengths include lowering performing students consistently make gains towards proficiency in math and ELA. Math proficiency has increased.

Area of need is to strengthen foundational skills in reading in K, 1, 2. Attendance is also a barrier.

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.

The root cause of K, 1, 2 literacy skills lacking is due to inadequate teacher instruction and understanding of the standards.

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.** Through planning and delivery of standards based instruction in all content areas, student proficiency will increase.
- G2.** Teachers will use data (formative, progress monitoring and summative) to plan and deliver small group instruction to increase student learning gains.
- G3.** All staff will effectively implement and students will follow school wide behavior expectations in order to increase the number of students actively engaged in learning in class and decrease disruptions across campus.

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. Through planning and delivery of standards based instruction in all content areas, student proficiency will increase. 1a

G098898

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery.
- Disconnect between planning and delivery of standards.
- Lack of alignment of tasks to the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Facilitators/Coaches (school and district)
- District curriculum maps
- Grade level planning
- MTSS planning
- Florida standards
- Professional development
- Textbooks (Math/Reading online)
- Test specifications
- Manipulatives
- Cooperative learning structures
- Teacher abilities/expertise

Plan to Monitor Progress Toward G1. 8

Monitor assessment data aligned to the standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Leadership team minutes, tracking data of mastery of standards in call content areas.

Plan to Monitor Progress Toward G1. 8

Monitor and support standards-based instruction.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Observations documented in Journey, walk-through feedback, coaching cycle documentation.

G2. Teachers will use data (formative, progress monitoring and summative) to plan and deliver small group instruction to increase student learning gains. 1a

G098899

Targets Supported 1b

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

AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- Teachers are still developing in forming small groups and planning specific lessons based on data.
- Parents lack resources to help their children at home and are unable to clearly understand the data provided.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leveled readers
- Specific iii/e designated timeframes
- Student centers for continued skills practice
- Istation and STAR reading and math

Plan to Monitor Progress Toward G2. 8

Monitor teacher small group lesson planning, monitor student data forms, administration will complete walk through observations.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 7/24/2017 to 5/18/2018

Evidence of Completion

Monitor by checking lesson plans that document specific interventions for each student. Walk throughs will provide evidence that teachers are teaching in small groups and utilizing the lesson plan.

G3. All staff will effectively implement and students will follow school wide behavior expectations in order to increase the number of students actively engaged in learning in class and decrease disruptions across campus. 1a

G098900

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	45.0

Targeted Barriers to Achieving the Goal 3

- Insufficient teacher knowledge and insufficient application of research-based behavior management strategies.
- Staff are reactive to misbehavior opposed to proactively planning management strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Definitions of office and classroom managed behaviors.
- List of possible interventions.
- Classroom infraction reports and office referral form.
- Sample lesson plans to teach the expectations.
- Precious not Prickly
- "Expect Excellence" posters for all classrooms and common areas
- CHAMPS plans created for all common areas
- Guidance counselor to assist with modeling behavior management techniques and provide counseling for students
- Class Dojo

Plan to Monitor Progress Toward G3. 8

Office referrals for chronically disruptive students will decrease.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reduction of office referrals as compared to previous school year based on Genesis reports

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Through planning and delivery of standards based instruction in all content areas, student proficiency will increase. 1

G098898

G1.B1 Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery. 2

B266230

G1.B1.S1 Teachers will continue unpacking the Florida Standards as well as identify misconceptions for ELA, Mathematics and Science during facilitated planning sessions. Teachers will receive district and school level support from coaches and administration in planning effective lesson plans. 4

S282162

Strategy Rationale

With some prior knowledge of the standards, instructional staff will continue to work to gain the knowledge needed to plan and teach effective lessons.

Action Step 1 5

Deconstruct the Florida Standards to create learning targets for ELA, Mathematics and Science during collaborative planning sessions.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Teachers will complete a planning guide during collaborative planning. Learning targets will be reflected in lesson plans.

Action Step 2 5

Identify the misconceptions that may occur with students by using student materials and thinking through the teaching of the standards.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans and the planning guide.

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

The leadership team will facilitate standards based discussions to unpack the standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Standards deconstruction worksheet and lesson plans.

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

Student-centered tasks and questions will be aligned to the standards and integrated into the lesson plan.

Person Responsible

Jennifer Erb-hancock


Schedule

Weekly, from 8/10/2017 to 5/18/2018


Evidence of Completion

Lesson plans and student data related to standards taught.

G1.B4 Disconnect between planning and delivery of standards. 2

 B266233

G1.B4.S1 Plan, coach, monitor and support teachers to improve instructional practices. 4

 S282164

Strategy Rationale

If teachers see best practice in action and receive support and feedback they will be more likely to utilize those practices independently.

Action Step 1 5

Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3Act tasks.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Planning notes, lesson plans

Action Step 2 5

Teachers will be identified to go through the coaching cycle based on walk throughs, student data and overall need.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Coach will document on coaching forms, admin will conduct walk throughs and provide feedback.

Action Step 3 5

Monitor and provide feedback regarding instructional practices.

Person Responsible

Jennifer Erb-hancock

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Walk through notes and feedback

Action Step 4 5

Provide professional development focused on standards and best practices.

Person Responsible

Jessica Miller

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Weekly review of lesson plans and walk through notes by the leadership team.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans and walk through notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Weekly review of lesson plans and daily walk throughs

Person Responsible

Jennifer Erb-hancock


Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plan and walk through feedback.

G1.B5 Lack of alignment of tasks to the standards. 2

 B266234

G1.B5.S1 Use district resources provided to plan tasks and questions that are aligned to the standards.

4

 S282165

Strategy Rationale

District resources are appropriately aligned to the standards.

Action Step 1 5

Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3 act tasks.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans and planning notes.

Action Step 2 5

Monitor student work and data to check for the effectiveness of tasks planned.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Student work and tasks.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will bring student work samples to planning sessions.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Lesson plans and student data will be reviewed.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Lesson plans and student work/data will be reviewed weekly.

G1.B5.S2 Identify authentic tasks versus activities. 4

S282166

Strategy Rationale

Teachers need to know and identify the difference between authentic tasks with rigor versus time consuming activities.

Action Step 1 5

Professional learning communities to build the understanding of the difference between authentic tasks versus activities.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans.

Action Step 2 5

Teachers will share and review student work to continuously align and refine tasks.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Student work will be reviewed.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Student work and student data.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Admin will review student work with teachers.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion


Student work and student data.

G2. Teachers will use data (formative, progress monitoring and summative) to plan and deliver small group instruction to increase student learning gains. **1**


 G098899

G2.B1 Teachers are still developing in forming small groups and planning specific lessons based on data.

2

 B266235

G2.B1.S1 Teachers will use formative and diagnostic assessment data to identify specific skills students lack. **4**

 S282167

Strategy Rationale

Teachers need to identify student weaknesses right away.

Action Step 1 **5**

Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/24/2017 to 5/18/2018

Evidence of Completion

Observation of interventions/small groups and monitoring of the lesson plans to see if predetermined strategies are being utilized and determine the progress of the students.
Weekly assessment data sheets

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

Observations of intervention and small groups/center time. Monitoring iii/e lesson plans.
Assessment data gathered weekly for ELA and end of module for mathematics.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Observation of small groups during iii/e utilizing strategies as determined during the weekly data planning sessions.

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

Observe teachers and students during small groups/center time. Leadership team will monitor and analyze data.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Student data forms collected at monthly data meetings, walk-through observation notes/ feedback

G2.B1.S2 Monthly data meetings with school leadership team to monitor student progress towards the standards specifically targeting tier 2, tier 3, and students performing in the lowest 25% on state assessments. 4

S282168

Strategy Rationale

Correct goals and interventions need to be monitored and in place to ensure students are progressing towards the standards.

Action Step 1 5

SBLT hold monthly data meetings with teachers to monitor student progress and student learning gains of meeting the standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Tier 2/3 data, PMP data forms

Action Step 2 5

Teachers will use formative, summative, and diagnostic assessment results to plan lessons to meet the needs of all students.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group plans will be submitted weekly and feedback will be provided.

Action Step 3 5

Teachers will hold data chats with students as well as parents.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data chat forms will be completed and parent conferences will be held. Specific data forms will be completed by the teacher and signed by the parent and student.

Action Step 4 5

Monitor intensive instruction (iii/Tier 2 and 3).

Person Responsible

Elizabeth Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk through notes and feedback session notes.

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

Small group lesson plans submitted weekly.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans and walk-through observations

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

Data meetings between administration and teachers.

Person Responsible

Jennifer Erb-hancock


Schedule

Monthly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Student data forms will serve as the documentation of teachers tracking data. A sign in sheet each time administration and teachers meet will be kept.

G2.B2 Parents lack resources to help their children at home and are unable to clearly understand the data provided. 2

 B266236

G2.B2.S1 Parent/Teacher conferences will be conducted to explain specific student data and will provide resources to parents to help their children at home. 4

 S282169

Strategy Rationale

By providing parents with data and resources they will be empowered to help their children at home.

Action Step 1 5

Teachers will conduct conferences at least twice a year.

Person Responsible

Jennifer Erb-hancock

Schedule

Semiannually, from 8/10/2017 to 5/18/2018

Evidence of Completion

Conference logs and agendas.

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

Teachers will submit conference logs and copies of materials given to parents.

Person Responsible

Jennifer Erb-hancock

Schedule

Semiannually, from 8/10/2017 to 5/18/2018

Evidence of Completion

A copy of the conference agenda and materials given to parents.

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

Monitor student data and parent feedback.

Person Responsible

Jennifer Erb-hancock

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student data and parent feedback on annual survey.

G2.B2.S2 Family nights will be centered around ELA, Math, and Science standards. Activities are applicable to real world experiences that parents easily duplicate at home. 4

S282170

Strategy Rationale

To inform and provide parents with real world ways to help increase proficiency with standards at home.

Action Step 1 5

Host monthly family nights to address standards and resources for parents.

Person Responsible

Jessica Miller

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Copies of the resources, sign in sheets and parent evaluations.

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

Families will attend scheduled family nights.

Person Responsible

Jessica Miller

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Copies of resources provided, sign in sheets and parent evaluations.

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

Student achievement will show increases.

Person Responsible

Jessica Miller

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student data will be monitored. Parent feedback will be monitored.

G3. All staff will effectively implement and students will follow school wide behavior expectations in order to increase the number of students actively engaged in learning in class and decrease disruptions across campus. 1

G098900

G3.B1 Insufficient teacher knowledge and insufficient application of research-based behavior management strategies. 2

B266237

G3.B1.S1 Provide continuing training and support for all staff on using CHAMPS. 4

S282171

Strategy Rationale

CHAMPS is a research-based behavior management program endorsed by the district.

Action Step 1 5

Provide CHAMPS training during preplanning week.

Person Responsible

Elizabeth Smith

Schedule

On 8/9/2017

Evidence of Completion

Teachers will submit a comprehensive behavior management plan to assistant principal.

Action Step 2 5

CHAMPS PLC

Person Responsible

Elizabeth Smith

Schedule

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

Evidence of Completion

Sign in sheets, agenda, quarterly assignments

Action Step 3 5

Conduct focused walk-through observations and provide specific feedback regarding CHAMPS.

Person Responsible

Elizabeth Smith

Schedule

On 5/24/2018

Evidence of Completion

Feedback notes provided to teachers

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

Decrease in office referrals

Person Responsible

Elizabeth Smith

Schedule

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

Evidence of Completion

Genesis reports

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

Teachers implementing CHAMPS plans.

Person Responsible

Elizabeth Smith


Schedule

On 6/2/2017


Evidence of Completion

Walk-through feedback forms specific to CHAMPS implementation

G3.B2 Staff are reactive to misbehavior opposed to proactively planning management strategies. 2

 B266238

G3.B2.S1 Tier 2/3 behavior plans with specific accommodations will be created for students with chronic behavior problems. 4

 S282172

Strategy Rationale

Behavior plans will meet the needs of student in order to set them up for success.

Action Step 1 5

Identify students struggling with behavior problems as needed.

Person Responsible

Elizabeth Smith

Schedule

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

Evidence of Completion

Student behavior services recommendation form

Action Step 2 5

Teachers will collaborate with the guidance counselor and assistant principal to develop tier 2/3 behavior plans to provide specific accommodations and support for students with chronic behavior needs.

Person Responsible

Elizabeth Smith

Schedule

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

Evidence of Completion

Tier 2/3 behavior plans, tier 2/3 behavior plan tracking forms

Action Step 3 5

Guidance counselor will model and provide support in the classroom for teachers implementing Tier 2/3 behavior plans.

Person Responsible

Teresa Hallam

Schedule

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

Evidence of Completion

Guidance Counselor's calendar, Counselor/Teacher conference notes

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

Guidance counselor will meet with teachers monthly to review tier 2/3 behavior plans and revise as needed.

Person Responsible

Teresa Hallam

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, meeting notes

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

Teachers will write fewer office referrals for chronic minor misbehavior due to proactive strategies outlined in tier 2/3 behavior plans.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly Genesis behavior reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1 M413216	Data meetings between administration and teachers.	Erb-hancock, Jennifer	8/25/2016	Student data forms will serve as the documentation of teachers tracking data. A sign in sheet each time administration and teachers meet will be kept.	6/1/2017 monthly
G3.MA1 M413227	Office referrals for chronically disruptive students will decrease.	Smith, Elizabeth	8/15/2016	Reduction of office referrals as compared to previous school year based on Genesis reports	6/2/2017 monthly
G3.B1.S1.MA1 M413223	Teachers implementing CHAMPS plans.	Smith, Elizabeth	8/15/2016	Walk-through feedback forms specific to CHAMPS implementation	6/2/2017 one-time
G3.B2.S1.MA1 M413225	Teachers will write fewer office referrals for chronic minor misbehavior due to proactive...	Smith, Elizabeth	8/15/2016	Monthly Genesis behavior reports	6/2/2017 monthly
G3.B2.S1.MA1 M413226	Guidance counselor will meet with teachers monthly to review tier 2/3 behavior plans and revise as...	Hallam, Teresa	8/15/2016	Sign-in sheets, meeting notes	6/2/2017 monthly
G2.B1.S2.MA1 M413217	Small group lesson plans submitted weekly.	Erb-hancock, Jennifer	8/19/2016	Small group lesson plans and walk-through observations	6/2/2017 weekly
G2.B1.S2.A1 A380773	SBLT hold monthly data meetings with teachers to monitor student progress and student learning...	Erb-hancock, Jennifer	8/15/2016	Tier 2/3 data, PMP data forms	6/2/2017 monthly
G2.B1.S2.A2 A380774	Teachers will use formative, summative, and diagnostic assessment results to plan iii lessons to...	Erb-hancock, Jennifer	8/15/2016	Small group plans will be submitted weekly and feedback will be provided.	6/2/2017 weekly
G2.B1.S2.A3 A380775	Teachers will hold data chats with students as well as parents.	Smith, Elizabeth	8/15/2016	Data chat forms will be completed and parent conferences will be held. Specific data forms will be completed by the teacher and signed by the parent and student.	6/2/2017 monthly
G2.B1.S2.A4 A380776	Monitor intensive instruction (iii/Tier 2 and 3).	Smith, Elizabeth	8/15/2016	Walk through notes and feedback session notes.	6/2/2017 weekly
G3.B1.S1.A1 A380779	Provide CHAMPS training during preplanning week.	Smith, Elizabeth	8/9/2017	Teachers will submit a comprehensive behavior management plan to assistant principal.	8/9/2017 one-time
G1.MA1 M413212	Monitor assessment data aligned to the standards.	Erb-hancock, Jennifer	8/29/2017	Leadership team minutes, tracking data of mastery of standards in call content areas.	5/18/2018 weekly
G1.MA2 M413213	Monitor and support standards-based instruction.	Erb-hancock, Jennifer	8/29/2017	Observations documented in Journey, walk-through feedback, coaching cycle documentation.	5/18/2018 weekly
G2.MA1 M413222	Monitor teacher small group lesson planning, monitor student data forms, administration will...	Erb-hancock, Jennifer	7/24/2017	Monitor by checking lesson plans that document specific interventions for each student. Walk throughs will provide evidence that teachers are teaching in small groups and utilizing the lesson plan.	5/18/2018 weekly
G1.B1.S1.MA1 M413202	Student-centered tasks and questions will be aligned to the standards and integrated into the...	Erb-hancock, Jennifer	8/10/2017	Lesson plans and student data related to standards taught.	5/18/2018 weekly
G1.B1.S1.MA1 M413203	The leadership team will facilitate standards based discussions to unpack the standards.	Erb-hancock, Jennifer	8/10/2017	Standards deconstruction worksheet and lesson plans.	5/18/2018 weekly
G1.B1.S1.A1 A380758	Deconstruct the Florida Standards to create learning targets for ELA, Mathematics and Science...	Miller, Jessica	8/10/2017	Teachers will complete a planning guide during collaborative planning. Learning targets will be reflected in lesson plans.	5/18/2018 weekly

Polk - 0881 - Polk City Elementary School - 2017-18 SIP
Polk City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2 A380759	Identify the misconceptions that may occur with students by using student materials and thinking...	Miller, Jessica	8/10/2017	Lesson plans and the planning guide.	5/18/2018 weekly
G1.B4.S1.MA1 M413206	Weekly review of lesson plans and daily walk throughs	Erb-hancock, Jennifer	8/10/2017	Lesson plan and walk through feedback.	5/18/2018 daily
G1.B4.S1.MA1 M413207	Weekly review of lesson plans and walk through notes by the leadership team.	Erb-hancock, Jennifer	8/10/2017	Lesson plans and walk through notes.	5/18/2018 weekly
G1.B4.S1.A1 A380764	Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual...	Miller, Jessica	8/10/2017	Planning notes, lesson plans	5/18/2018 weekly
G1.B4.S1.A2 A380765	Teachers will be identified to go through the coaching cycle based on walk throughs, student data...	Miller, Jessica	8/10/2017	Coach will document on coaching forms, admin will conduct walk throughs and provide feedback.	5/18/2018 weekly
G1.B4.S1.A3 A380766	Monitor and provide feedback regarding instructional practices.	Erb-hancock, Jennifer	8/10/2017	Walk through notes and feedback	5/18/2018 daily
G1.B4.S1.A4 A380767	Provide professional development focused on standards and best practices.	Miller, Jessica	8/10/2017		5/18/2018 monthly
G1.B5.S1.MA1 M413208	Lesson plans and student data will be reviewed.	Erb-hancock, Jennifer	8/29/2017	Lesson plans and student work/data will be reviewed weekly.	5/18/2018 weekly
G1.B5.S1.MA1 M413209	Teachers will bring student work samples to planning sessions.	Erb-hancock, Jennifer	8/29/2017	Student work samples.	5/18/2018 weekly
G1.B5.S1.A1 A380768	Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual...	Miller, Jessica	8/10/2017	Lesson plans and planning notes.	5/18/2018 weekly
G1.B5.S1.A2 A380769	Monitor student work and data to check for the effectiveness of tasks planned.	Erb-hancock, Jennifer	8/29/2017	Student work and tasks.	5/18/2018 weekly
G2.B1.S1.MA1 M413214	Observe teachers and students during small groups/center time. Leadership team will monitor and...	Erb-hancock, Jennifer	8/21/2017	Student data forms collected at monthly data meetings, walk-through observation notes/feedback	5/18/2018 weekly
G2.B1.S1.MA1 M413215	Observations of intervention and small groups/center time. Monitoring iii/e lesson plans....	Erb-hancock, Jennifer	8/28/2017	Observation of small groups during iii/e utilizing strategies as determined during the weekly data planning sessions.	5/18/2018 weekly
G2.B1.S1.A1 A380772	Weekly lesson planning meetings after teachers analyze data to determine student needs for those...	Miller, Jessica	8/24/2017	Observation of interventions/small groups and monitoring of the lesson plans to see if predetermined strategies are being utilized and determine the progress of the students. Weekly assessment data sheets	5/18/2018 weekly
G2.B2.S1.MA1 M413218	Monitor student data and parent feedback.	Erb-hancock, Jennifer	8/10/2017	Student data and parent feedback on annual survey.	5/18/2018 quarterly
G2.B2.S1.MA1 M413219	Teachers will submit conference logs and copies of materials given to parents.	Erb-hancock, Jennifer	8/10/2017	A copy of the conference agenda and materials given to parents.	5/18/2018 semiannually
G2.B2.S1.A1 A380777	Teachers will conduct conferences at least twice a year.	Erb-hancock, Jennifer	8/10/2017	Conference logs and agendas.	5/18/2018 semiannually
G1.B5.S2.MA1 M413210	Admin will review student work with teachers.	Erb-hancock, Jennifer	8/29/2017	Student work and student data.	5/18/2018 weekly
G1.B5.S2.MA1 M413211	Student work will be reviewed.	Erb-hancock, Jennifer	8/29/2017	Student work and student data.	5/18/2018 weekly
G1.B5.S2.A1 A380770	Professional learning communities to build the understanding of the difference between authentic...	Miller, Jessica	8/10/2017	Lesson plans.	5/18/2018 weekly

Polk - 0881 - Polk City Elementary School - 2017-18 SIP
Polk City Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.A2 A380771	Teachers will share and review student work to continuously align and refine tasks.	Miller, Jessica	8/10/2017		5/18/2018 weekly
G2.B2.S2.MA1 M413220	Student achievement will show increases.	Miller, Jessica	8/10/2017	Student data will be monitored. Parent feedback will be monitored.	5/18/2018 monthly
G2.B2.S2.MA1 M413221	Families will attend scheduled family nights.	Miller, Jessica	8/10/2017	Copies of resources provided, sign in sheets and parent evaluations.	5/18/2018 monthly
G2.B2.S2.A1 A380778	Host monthly family nights to address standards and resources for parents.	Miller, Jessica	8/10/2017	Copies of the resources, sign in sheets and parent evaluations.	5/18/2018 monthly
G3.B1.S1.MA1 M413224	Decrease in office referrals	Smith, Elizabeth	8/10/2017	Genesis reports	5/24/2018 monthly
G3.B1.S1.A3 A380781	Conduct focused walk-through observations and provide specific feedback regarding CHAMPS.	Smith, Elizabeth	8/10/2017	Feedback notes provided to teachers	5/24/2018 one-time
G3.B2.S1.A1 A380782	Identify students struggling with behavior problems as needed.	Smith, Elizabeth	8/10/2017	Student behavior services recommendation form	5/24/2018 monthly
G3.B2.S1.A2 A380783	Teachers will collaborate with the guidance counselor and assistant principal to develop tier 2/3...	Smith, Elizabeth	8/10/2017	Tier 2/3 behavior plans, tier 2/3 behavior plan tracking forms	5/24/2018 daily
G3.B2.S1.A3 A380784	Guidance counselor will model and provide support in the classroom for teachers implementing Tier...	Hallam, Teresa	8/10/2017	Guidance Counselor's calendar, Counselor/Teacher conference notes	5/24/2018 daily
G3.B1.S1.A2 A380780	CHAMPS PLC	Smith, Elizabeth	10/16/2017	Sign in sheets, agenda, quarterly assignments	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Through planning and delivery of standards based instruction in all content areas, student proficiency will increase.

G1.B4 Disconnect between planning and delivery of standards.

G1.B4.S1 Plan, coach, monitor and support teachers to improve instructional practices.

PD Opportunity 1

Provide professional development focused on standards and best practices.

Facilitator

Jessica Miller

Participants

All teachers and paraprofessionals.

Schedule

Monthly, from 8/10/2017 to 5/18/2018

G3. All staff will effectively implement and students will follow school wide behavior expectations in order to increase the number of students actively engaged in learning in class and decrease disruptions across campus.

G3.B1 Insufficient teacher knowledge and insufficient application of research-based behavior management strategies.

G3.B1.S1 Provide continuing training and support for all staff on using CHAMPS.

PD Opportunity 1

Provide CHAMPS training during preplanning week.

Facilitator

Elizabeth Smith

Participants

All staff

Schedule

On 8/9/2017

VI. Technical Assistance Items

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

G1. Through planning and delivery of standards based instruction in all content areas, student proficiency will increase.

G1.B1 Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery.

G1.B1.S1 Teachers will continue unpacking the Florida Standards as well as identify misconceptions for ELA, Mathematics and Science during facilitated planning sessions. Teachers will receive district and school level support from coaches and administration in planning effective lesson plans.

TA Opportunity 1

Deconstruct the Florida Standards to create learning targets for ELA, Mathematics and Science during collaborative planning sessions.

Facilitator

Administrators/Coaches

Participants

all teachers K-5

Schedule

Weekly, from 8/10/2017 to 5/18/2018

TA Opportunity 2

Identify the misconceptions that may occur with students by using student materials and thinking through the teaching of the standards.

Facilitator

Administration/Coaches

Participants

Teachers K-5

Schedule

Weekly, from 8/10/2017 to 5/18/2018

G1.B4 Disconnect between planning and delivery of standards.

G1.B4.S1 Plan, coach, monitor and support teachers to improve instructional practices.

TA Opportunity 1

Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3Act tasks.

Facilitator

Jessica Miller

Participants

K-5 classroom teachers

Schedule

Weekly, from 8/10/2017 to 5/18/2018

TA Opportunity 2

Teachers will be identified to go through the coaching cycle based on walk throughs, student data and overall need.

Facilitator

Jessica Miller

Participants

K-5 classroom teachers

Schedule

Weekly, from 8/10/2017 to 5/18/2018

G1.B5 Lack of alignment of tasks to the standards.

G1.B5.S1 Use district resources provided to plan tasks and questions that are aligned to the standards.

TA Opportunity 1

Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3 act tasks.

Facilitator

Participants

Schedule

Weekly, from 8/10/2017 to 5/18/2018

G1.B5.S2 Identify authentic tasks versus activities.

TA Opportunity 1

Teachers will share and review student work to continuously align and refine tasks.

Facilitator

Leadership team

Participants

K-5 classroom teachers

Schedule

Weekly, from 8/10/2017 to 5/18/2018

G2. Teachers will use data (formative, progress monitoring and summative) to plan and deliver small group instruction to increase student learning gains.

G2.B1 Teachers are still developing in forming small groups and planning specific lessons based on data.

G2.B1.S1 Teachers will use formative and diagnostic assessment data to identify specific skills students lack.

TA Opportunity 1

Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.

Facilitator

School Based Coaches and administration

Participants

Classroom teachers

Schedule

Weekly, from 8/24/2017 to 5/18/2018

G2.B2 Parents lack resources to help their children at home and are unable to clearly understand the data provided.

G2.B2.S1 Parent/Teacher conferences will be conducted to explain specific student data and will provide resources to parents to help their children at home.

TA Opportunity 1

Teachers will conduct conferences at least twice a year.

Facilitator

Jessica Miller

Participants

All teachers

Schedule

Semiannually, from 8/10/2017 to 5/18/2018

G3. All staff will effectively implement and students will follow school wide behavior expectations in order to increase the number of students actively engaged in learning in class and decrease disruptions across campus.

G3.B1 Insufficient teacher knowledge and insufficient application of research-based behavior management strategies.

G3.B1.S1 Provide continuing training and support for all staff on using CHAMPS.

TA Opportunity 1

CHAMPS PLC

Facilitator

Elizabeth Smith

Participants

Staff

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Deconstruct the Florida Standards to create learning targets for ELA, Mathematics and Science during collaborative planning sessions.				\$0.00
2	G1.B1.S1.A2	Identify the misconceptions that may occur with students by using student materials and thinking through the teaching of the standards.				\$0.00
3	G1.B4.S1.A1	Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3Act tasks.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Polk City Elementary School	Title, I Part A		\$7,500.00
<i>Notes: To pay for substitutes and/or teacher time after contract hours.</i>						
4	G1.B4.S1.A2	Teachers will be identified to go through the coaching cycle based on walk throughs, student data and overall need.				\$47,952.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Polk City Elementary School	Title, I Part A		\$47,952.00
5	G1.B4.S1.A3	Monitor and provide feedback regarding instructional practices.				\$0.00
6	G1.B4.S1.A4	Provide professional development focused on standards and best practices.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Polk - 0881 - Polk City Elementary School - 2017-18 SIP
Polk City Elementary School

			0881 - Polk City Elementary School	Title, I Part A		\$20,000.00
			<i>Notes: PD through Center For Ed Leadership focus on ELA standards and foundational skills within small group instruction.</i>			
7	G1.B5.S1.A1	Collaboratively plan in all content areas to address planned questioning, accountable talk, gradual release and 5E/3 act tasks.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Polk City Elementary School	Title, I Part A		\$4,000.00
8	G1.B5.S1.A2	Monitor student work and data to check for the effectiveness of tasks planned.				\$0.00
9	G1.B5.S2.A1	Professional learning communities to build the understanding of the difference between authentic tasks versus activities.				\$0.00
10	G1.B5.S2.A2	Teachers will share and review student work to continuously align and refine tasks.				\$0.00
11	G2.B1.S1.A1	Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.				\$0.00
12	G2.B1.S2.A1	SBLT hold monthly data meetings with teachers to monitor student progress and student learning gains of meeting the standards.				\$0.00
13	G2.B1.S2.A2	Teachers will use formative, summative, and diagnostic assessment results to plan iii lessons to meet the needs of all students.				\$0.00
14	G2.B1.S2.A3	Teachers will hold data chats with students as well as parents.				\$2,033.75
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Polk City Elementary School	Title, I Part A		\$2,033.75
15	G2.B1.S2.A4	Monitor intensive instruction (iii/Tier 2 and 3).				\$0.00
16	G2.B2.S1.A1	Teachers will conduct conferences at least twice a year.				\$0.00
17	G2.B2.S2.A1	Host monthly family nights to address standards and resources for parents.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0881 - Polk City Elementary School	Title, I Part A		\$8,000.00
18	G3.B1.S1.A1	Provide CHAMPS training during preplanning week.				\$0.00
19	G3.B1.S1.A2	CHAMPS PLC				\$0.00
20	G3.B1.S1.A3	Conduct focused walk-through observations and provide specific feedback regarding CHAMPS.				\$0.00
21	G3.B2.S1.A1	Identify students struggling with behavior problems as needed.				\$0.00

Polk - 0881 - Polk City Elementary School - 2017-18 SIP
Polk City Elementary School

22	G3.B2.S1.A2	Teachers will collaborate with the guidance counselor and assistant principal to develop tier 2/3 behavior plans to provide specific accommodations and support for students with chronic behavior needs.	\$0.00
23	G3.B2.S1.A3	Guidance counselor will model and provide support in the classroom for teachers implementing Tier 2/3 behavior plans.	\$0.00
Total:			\$89,485.75