

Polk County Public Schools

Highlands Grove Elementary School



2017-18 Schoolwide Improvement Plan

Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

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 | 63% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 40% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Highlands Grove 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.

At Highlands Grove Elementary our goal is to provide engaging instruction to our students and ensure that every student will achieve measurable learning gains. I make a difference!

b. Provide the school's vision statement.

Highlands Grove Elementary believes that all children can learn and that all teachers can find ways for the students to learn. The mission of Highlands Grove Elementary is to enhance the development of the total child with a life-long love of learning. That they may become a contributing member of society and display an eagerness to learn by participating in an academically challenging environment for students, staff, parents and community.

2. School Environment

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

Teachers at Highlands Grove are either already certified or are becoming certified on strategies for teaching students who have English as a second language. These classes provide insights into the various cultures and traditions of our students so the teachers are aware and sensitive to the cultural differences. An alternate activity is provided for students who may not be able to participate in school wide programs due to religious or cultural beliefs.

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

Security is of the utmost importance at Highlands Grove. The campus is completely fenced. Gates are only open at arrival and dismissal times and they are monitored by school staff. Only students may enter the gates. Parents and other visitors have to check in to the office, have their licenses scanned and receive a visitors pass. Students receive a backpack tag to indicated how they get home, car rider, bus rider, kid care and staff monitor to be sure that students get on the correct bus. Car riders are not permitted to enter a car unless the parent had the proper car tag to pick them up. Car ramp and bus ramp are monitored in an orderly manner by school staff. Highlands Grove's school wide expectations are that students are responsible, respectful, really safe and ready to learn.

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.

Highlands Grove uses Positive Behavior Support as our school wide plan for behavior. The schools expectations are that students are respectful, responsible, really safe and ready to learn. The teachers are provided lesson plans and teach the students lessons on how these expectations are to be met in the classroom, on the sidewalk, cafeteria, bus ramp, etc. Students are rewarded with hero bucks for following the expectations. The school sponsors rewards for the students who meet them. The teachers are given a discipline flow chart that indicates strategies for dealing with minor or major infractions. The school has a PBS team that meets monthly to examine discipline data and offer

assistance and training to staff. Parents receive information about the PBS plan at the beginning of each year.

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.

Highlands Grove has a Problem Solving team that meets weekly to address students academic, social, emotional or behavior concerns. The team consists of ESE teachers, school counselor, school psychologist, school administration and teachers. Interventions are implemented and monitored. ESE teachers and the counselor offer social skills counseling. The school psychologist, counselor and social worker counsel individually with students and offer assistance to parents with community agency referrals. The school social worker will make home visits as needed to help with families who may need assistance. We also, have a mentoring program called Helping Heroes where students who need more support are matched with a staff member and use the check in check out system.

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.

There are several interventions that in place at Highlands Grove Elementary: Child Study Team, PBS team, and attendance committee. The child study team/attendance committee reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine next steps with students that are experiencing difficulty coming to school.

The PBS team looks at both academic and behavior data to determine areas of concern school wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where it is required.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 3 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| One or more suspensions | 0 | 4 | 2 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA or Math | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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

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

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

- * Increase communication regarding student absences.
- * Support from School Social Worker with home visits for students with excessive absences.
- * School messenger attendance messages
- *Monthly PBS Team Meetings.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our school utilizes our PTO, weekly news video, teacher conferences and our remind 101 text messenger program. The parent portal is promoted for parents to keep informed of their child's progress between interim and report card dates. Parent nights and orientation day are planned for parents to become acquainted with their child's teacher and classroom. Evening student performances for parents encourage a positive relationship with families.

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

The School Advisory Committee is a conduit that provides information for the community and the school that supports student achievement.

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 |
|------------------|---------------------|
| Henry, Ben | Principal |
| Athans, Courtney | Teacher, K-12 |
| Brackman, Gina | Teacher, K-12 |
| Franklin, Meagan | Teacher, K-12 |
| Jeffords, Dawn | Assistant Principal |
| Stone, Nicole | Instructional Coach |
| Fish, Heather | School Counselor |

b. Duties

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

The team members meet weekly and as needed to solve school issues and collaborate to review progress monitoring data. They review grade level and classroom level data to identify students who are meeting/exceeding benchmarks, or who are at moderate or high risk for not meeting benchmarks. They identify professional development and resources to facilitate instructional strategies to support learning.

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

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Benjamin Henry | Principal |
| | Student |
| Eydie Hicks | Teacher |
| Meagan Franklin | Teacher |
| Gina Brackman | Teacher |
| Mercedes Fitzsimmons | Education Support Employee |
| Tom Darby | Parent |
| Emory Dant | Parent |
| Coy Lindsey | Parent |
| Dawn Malkowski | Parent |
| Brandi Phakousonh | Parent |
| Brad Rhoden | Parent |
| T J Graham | Parent |
| Karrie Shelnut | Parent |
| Jacki Short | Parent |
| Heather Fish | Teacher |
| | Student |
| Dawn Jeffords | Principal |
| | Student |
| | 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

The SAC evaluates the effectiveness of last year's school improvement plan and makes suggestions for the current year plan.

b. Development of this school improvement plan

The SAC makes suggestions for the school improvement plan after reviewing school academic status.

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

The SAC reviews the budget, makes suggestions, and votes on the use of lottery funds.

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

Lottery funds were provided at the end of last year. The SAC voted to allocate the funds to the AR program and/or the after-school tutoring program.

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 |
|------------------|---------------------|
| Athans, Courtney | Teacher, K-12 |
| Brackman, Gina | Teacher, K-12 |
| Franklin, Meagan | Teacher, K-12 |
| Henry, Ben | Assistant Principal |
| Northrop, Laura | Teacher, K-12 |
| Jeffords, Dawn | Assistant Principal |
| Fish, Heather | School Counselor |
| Stone, Nicole | Instructional Coach |

b. Duties

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

The LLT promotes literacy by analyzing data and providing professional development and resources for teachers. They met before teachers reported in August to analyze our school grade information and plan professional development for teacher preplanning days. They surveyed the staff for professional development and resource needs and plan monthly professional development 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.

One way that Highlands Grove encourage positive working relationships with teachers is participation in Grade-Level Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Highlands Grove works with local colleges to place many high quality interns with our teachers, both in final internships and in field studies internships. We have hired and retained many interns who are very high quality. The administrators have gone on recruiting trips out of state to seek highly qualified candidates. New staff members work with their grade level teams in collaborative groups to ensure that they have the support needed to be successful.

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

New teachers are placed with veteran teachers who help support them through their first few years. Teachers are hired with the culture of their grade level in mind to ensure successful inclusion into our school staff.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 120 minute reading block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

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: 2,400

After school tutoring is provided for struggling students in math or reading.

Strategy Rationale

Extra time provided in very small group settings will provide support for struggling students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henry, Ben, benjamin.henry@polk-fl.net

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

We will collect ongoing assessment data using tests provided by our district, self-made assessments that align with the Florida standards. Test results will be analyzed to determine if adequate growth is being achieved.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

Highlands Grove has demonstrated great growth over the past three years. Over sixty percent of our students are proficient in all three academic areas.

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.

Highlands Grove has an achievement gap with three sub-groups (ELL, Students with Disability, and Low Economic Status). Over the past three years this gap has been shrinking but the school still has a lot of work to do in this area.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement CHAMPS and PBS with fidelity, then student discipline incidents will decrease by 10%
- G2.** Highlands Grove will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels.
- G3.** Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement.
- G4.** Students who performed in the lowest quartile on the 2016-17 Math FSA (grades 3-5) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving.

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 implement CHAMPS and PBS with fidelity, then student discipline incidents will decrease by 10%

1a

G098929

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in CHAMPS implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school will continue to implement CHAMPs and a Positive Behavior Plan.
- Professional Development for teachers through the guidance counselor
- Model classrooms

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Highlands Grove will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. 1a

G098930

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- limited and out-dated technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- General Education staff
- Administration

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement. 1a

G098931

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 71.0 |
| ELA/Reading Gains | 67.0 |
| ELA/Reading Lowest 25% Gains | 63.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher training
- Knowledge of the depth of the standards
- Sufficient planning time for teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Chats
- PLC Tuesday
- Webb DOK training
- Instructional Coaches

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Students who performed in the lowest quartile on the 2016-17 Math FSA (grades 3-5) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving. 1a

G098932

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 79.0 |
| Math Gains | 78.0 |
| Math Lowest 25% Gains | 67.0 |

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Tuesdays
- PLC - Professional Learning Community
- Data Chats
- Distric provided professional development and inservice

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. If we implement CHAMPS and PBS with fidelity, then student discipline incidents will decrease by 10% **1**

 G098929

G1.B1 Lack of fidelity in CHAMPS implementation **2**

 B266336

G1.B1.S1 **4**

 S282247

Strategy Rationale

Supporting students with frequent discipline referrals and closing the gap between the different sub groups.

Action Step 1 **5**

Teacher submitted CHAMPS plans

Person Responsible

Heather Fish

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teachers and support staff will submit their CHAMPS activity and transition plans to create their behavior plans

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

PBS Data

Person Responsible

Heather Fish

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PBS report

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

Monitoring discipline data for decrease in GAP between African American students and other sub groups in the number of discipline referrals, monitor for decrease in overall discipline referrals

Person Responsible

Dawn Jeffords

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Genesis referral report, incident report, student discipline report from Genesis

G2. Highlands Grove will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. 1

G098930

G2.B1 limited and out-dated technology 2

B266337

G2.B1.S1 4

S282248

Strategy Rationale

Help teachers teach to the full extent of the standard

Action Step 1 5

Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to ensure an increase use in effective instruction integrating technology.

Person Responsible

Nicole Stone

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Results from survey and sign out sheets from media department

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

Collaborative planning with teachers

Person Responsible

Nicole Stone

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes of meetings will be kept along with lesson plans submitted by teachers.

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

Administration participation in collaborative planning and targeted classroom walkthroughs.

Person Responsible

Ben Henry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks

G3. Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement. 1

G098931

G3.B1 Teacher training 2

B266338

G3.B1.S1 4

S282249

Strategy Rationale

Help teachers teach to the full extent of the standard

Action Step 1 5

The lowest 25% in reading and math will be monitored for growth.

Person Responsible

Dawn Jeffords

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student Data-iStation, STAR, reading wonders, and unify assessment

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

Collaborative planning with teachers

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes of meetings will be kept along with lesson plans submitted by teachers.

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

Collaborative planning with teachers

Person Responsible

Gina Brackman

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes of meetings will be kept along with lesson plans submitted by teachers.

G3.B2 Knowledge of the depth of the standards 2

 B266339

G3.B2.S1 4

 S282250

Strategy Rationale

To dive deeper into the standard to ensure task and assignments are paired with quality instruction and text

Action Step 1 5

Providing Planning time for for all teacher with academic coaches

Person Responsible

Nicole Stone

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, student improvement based on accountability sheets, student engagement, and teacher engagement.

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

Administration will conduct daily walkthroughs, progress monitoring, and collaborative planning.

Person Responsible

Ben Henry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

classroom observation

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

Person Responsible

Schedule

Evidence of Completion

G3.B3 Sufficient planning time for teachers. 2

B266340

G3.B3.S1 4

S282251

Strategy Rationale

To dive deeper into the standard to ensure task and assignments are paired with quality instruction and text.

Action Step 1 5

Collaborative planning with teachers with DOK planner

Person Responsible

Gina Brackman

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes of meetings will be kept along with lesson plans submitted by teachers.

Action Step 2 5

DOK training

Person Responsible

Gina Brackman

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

classroom observation

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Class walk throughs paired with planning time

Person Responsible

Ben Henry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student work, walkthroughs, and mini assessments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administration will conduct classroom walkthroughs and progress monitor with district assessments.

Person Responsible

Ben Henry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District assessments and student interactive notebooks.

G4. Students who performed in the lowest quartile on the 2016-17 Math FSA (grades 3-5) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving. 1

G098932

G4.B1 Time 2

B266341

G4.B1.S1 4

S282252

Strategy Rationale

Help teachers teach to the full extent of the standard

Action Step 1 5

Progress monitoring data will be looked at every six weeks and instruction will be adjusted.

Person Responsible

Schedule

Evidence of Completion

STAR and iStation Assessments and Formative Assessments

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

Administration participating in planning

Person Responsible

Ben Henry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, classroom walkthroughs (formal and informal)

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

Administration participation in collaborative planning and targeted classroom walkthroughs.

Person Responsible

Ben Henry

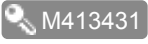
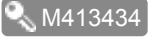
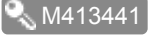
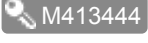
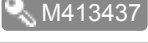
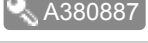
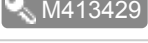
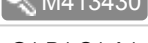
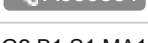
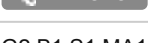
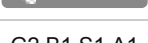
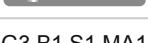
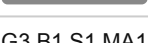
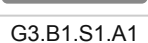
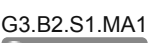
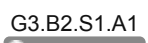
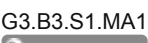
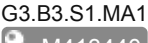

Schedule

Weekly, from 8/14/2017 to 5/25/2018





Evidence of Completion

Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|----------------|-------------------------------|--|-------------------------|
| 2018 | | | | | |
| G1.MA1  M413431 | [no content entered] | | No Start Date | | No End Date one-time |
| G2.MA1  M413434 | [no content entered] | | No Start Date | | No End Date one-time |
| G3.MA1  M413441 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.MA1  M413444 | [no content entered] | | No Start Date | | No End Date one-time |
| G3.B2.S1.MA1  M413437 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.B1.S1.A1  A380887 | Progress monitoring data will be looked at every six weeks and instruction will be adjusted. | | No Start Date | STAR and iStation Assessments and Formative Assessments | No End Date one-time |
| G1.B1.S1.MA1  M413429 | Monitoring discipline data for decrease in GAP between African American students and other sub... | Jeffords, Dawn | 8/14/2017 | Genesis referral report, incident report, student discipline report from Genesis | 5/25/2018 monthly |
| G1.B1.S1.MA1  M413430 | PBS Data | Fish, Heather | 8/14/2017 | PBS report | 5/25/2018 monthly |
| G1.B1.S1.A1  A380881 | Teacher submitted CHAMPS plans | Fish, Heather | 8/14/2017 | Teachers and support staff will submit their CHAMPS activity and transition plans to create their behavior plans | 5/25/2018 monthly |
| G2.B1.S1.MA1  M413432 | Administration participation in collaborative planning and targeted classroom walkthroughs. | Henry, Ben | 8/14/2017 | Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks | 5/25/2018 weekly |
| G2.B1.S1.MA1  M413433 | Collaborative planning with teachers | Stone, Nicole | 8/14/2017 | Minutes of meetings will be kept along with lesson plans submitted by teachers. | 5/25/2018 weekly |
| G2.B1.S1.A1  A380882 | Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to... | Stone, Nicole | 8/14/2017 | Results from survey and sign out sheets from media department | 5/25/2018 monthly |
| G3.B1.S1.MA1  M413435 | Collaborative planning with teachers | Brackman, Gina | 8/14/2017 | Minutes of meetings will be kept along with lesson plans submitted by teachers. | 5/25/2018 weekly |
| G3.B1.S1.MA1  M413436 | Collaborative planning with teachers | | 8/14/2017 | Minutes of meetings will be kept along with lesson plans submitted by teachers. | 5/25/2018 weekly |
| G3.B1.S1.A1  A380883 | The lowest 25% in reading and math will be monitored for growth. | Jeffords, Dawn | 8/14/2017 | Student Data-iStation, STAR, reading wonders, and unify assessment | 5/25/2018 monthly |
| G3.B2.S1.MA1  M413438 | Administration will conduct daily walkthroughs, progress monitoring, and collaborative planning. | Henry, Ben | 8/14/2017 | classroom observation | 5/25/2018 weekly |
| G3.B2.S1.A1  A380884 | Providing Planning time for for all teacher with academic coaches | Stone, Nicole | 8/14/2017 | Lesson plans, student improvement based on accountability sheets, student engagement, and teacher engagement. | 5/25/2018 weekly |
| G3.B3.S1.MA1  M413439 | Administration will conduct classroom walkthroughs and progress monitor with district assessments. | Henry, Ben | 8/14/2017 | District assessments and student interactive notebooks. | 5/25/2018 weekly |
| G3.B3.S1.MA1  M413440 | Class walk throughs paired with planning time | Henry, Ben | 8/14/2017 | Student work, walkthroughs, and mini assessments | 5/25/2018 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|----------------|-------------------------------|---|----------------------|
| G3.B3.S1.A1  A380885 | Collaborative planning with teachers with DOK planner | Brackman, Gina | 8/14/2017 | Minutes of meetings will be kept along with lesson plans submitted by teachers. | 5/25/2018 weekly |
| G3.B3.S1.A2  A380886 | DOK training | Brackman, Gina | 8/14/2017 | classroom observation | 5/25/2018 monthly |
| G4.B1.S1.MA1  M413442 | Administration participation in collaborative planning and targeted classroom walkthroughs. | Henry, Ben | 8/14/2017 | Formal and informal classroom walkthroughs, planning sign in sheets, and lesson plan checks | 5/25/2018 weekly |
| G4.B1.S1.MA1  M413443 | Administration participating in planning | Henry, Ben | 8/14/2017 | Sign in sheets, classroom walkthroughs (formal and informal) | 5/25/2018 weekly |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|--------------------|--|--|-----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Teacher submitted CHAMPS plans | | | | \$0.00 |
| 2 | G2.B1.S1.A1 | Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to ensure an increase use in effective instruction integrating technology. | | | | \$57,551.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 643-Capitalized Hardware and Technology-Related Infrastructure | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$21,000.00 |
| <i>Notes: I-Pad Cart (3 Carts)</i> | | | | | | |
| | | 643-Capitalized Hardware and Technology-Related Infrastructure | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$24,500.00 |
| <i>Notes: Laptops (2 Carts)</i> | | | | | | |
| | | 643-Capitalized Hardware and Technology-Related Infrastructure | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$2,849.00 |
| <i>Notes: ink printer</i> | | | | | | |
| | | 643-Capitalized Hardware and Technology-Related Infrastructure | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$2,540.00 |
| <i>Notes: ipad mini</i> | | | | | | |
| | | 510-Supplies | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$6,662.00 |
| <i>Notes: KG and first interactive rugs</i> | | | | | | |
| 3 | G3.B1.S1.A1 | The lowest 25% in reading and math will be monitored for growth. | | | | \$34,431.80 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 510-Supplies | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$2,000.00 |
| <i>Notes: Math Manipulatives</i> | | | | | | |
| | | 120-Classroom Teachers | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$6,000.00 |
| <i>Notes: Extended Learning/Tutoring</i> | | | | | | |
| | | 611-Library Books for New Libraries | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$10,000.00 |
| <i>Notes: Classroom Library Books</i> | | | | | | |
| | | 520-Textbooks | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$2,000.00 |

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| | | | | | | |
|----------|--------------------|---|--|-----------------|---------------|---|
| | | | | | | <i>Notes: Florida Ready (remediation books)</i> |
| | | 530-Periodicals | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$1,000.00 |
| | | | | | | <i>Notes: weekly reader (4th grade)</i> |
| | | 530-Periodicals | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$5,431.80 |
| | | | | | | <i>Notes: time for kids, etc.</i> |
| | | 651-Bus(es) | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$4,000.00 |
| | | | | | | <i>Notes: after school bus transportation</i> |
| | | 510-Supplies | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$3,000.00 |
| | | | | | | <i>Notes: white engagement boards</i> |
| | | 120-Classroom Teachers | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$1,000.00 |
| | | | | | | <i>Notes: Parent Involvement ELA/Math Night</i> |
| 4 | G3.B2.S1.A1 | Providing Planning time for for all teacher with academic coaches | | | | \$22,824.80 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$21,324.80 |
| | | | | | | <i>Notes: Curriculum Development</i> |
| | | 530-Periodicals | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$1,500.00 |
| | | | | | | <i>Notes: Science Weekly</i> |
| 5 | G3.B3.S1.A1 | Collaborative planning with teachers with DOK planner | | | | \$3,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 611-Library Books for New Libraries | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$2,000.00 |
| | | | | | | <i>Notes: Professional Library</i> |
| | | 120-Classroom Teachers | 1281 - Highlands Grove Elementary School | Title, I Part A | | \$1,500.00 |
| | | | | | | <i>Notes: Parent Involvement ELA/Math Night (FSA)</i> |
| 6 | G3.B3.S1.A2 | DOK training | | | | \$0.00 |
| 7 | G4.B1.S1.A1 | Progress monitoring data will be looked at every six weeks and instruction will be adjusted. | | | | \$0.00 |
| | | | | | Total: | \$118,307.60 |