

Escambia County School District

Jim Allen Elementary School



2017-18 Schoolwide Improvement Plan

Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

www.escambiaschools.org

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	91%
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	C	B	B*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Escambia 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 Jim Allen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Jim Allen Elementary is to ensure that every student has self-confidence, desire, knowledge, and skills needed to lead a responsible, contributing, and satisfied life.

b. Provide the school's vision statement.

It is the goal of Jim Allen School to prepare each child who enters here to function effectively and responsibly in a challenging society by providing learning experiences appropriate to individual needs, interests, aspirations, abilities, and creative potential. We believe that to achieve, to succeed and to accomplish are important goals but not at the expense of the human values that make a community a place that sustains all its members. We therefore strive not only to maintain a positive and supportive atmosphere in which each child can develop into his/her highest potential but also to instill a sense of discipline and responsibility toward self, family, school, community and country.

2. School Environment

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

Teachers research cumulative folders as well as assessment data to gain knowledge about each individual student. Teachers and students complete interest inventories and beginning of the year activities to build relationships with one another. Teachers make phone calls home and meet the students prior to the first day of school. MTSS paperwork and IEP's are reviewed and implemented. Teachers will utilize data from our school Best Practices for Inclusive Education (BPIE) assessment to plan and implement activities to support cultures and build relationships between the teachers, staff, and students.

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

The school creates an environment where students feel safe and respected before during and after school through the following:

Practice Safety Drills (Lockdown, fire drill, tornado drill, chemical spill) Communication with families on drills and procedures.

Instruction on Bully free school

Utilize the Raptor school check in system

Perform background checks on all volunteers

Full time guidance counselor available to all students.

Administration has an open door policy.

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

School Wide Behavior Management Plan is created and followed each year. Student Rights and Responsibility book is reviewed with the students during the first week of school. Students are expected to respected adults and one another. Fair and consistent discipline is used when necessary.

The goal is to keep all students in class for instruction. Work closely with families on creating a behavior management system for extreme cases. Communicate with families on a daily basis through student take home folders and student planners. Utilize the adjudication guidelines provided by the school district.

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

The school has a full time guidance counselor, part time staffing specialist and part time school psychologist. The counselor is available on a daily basis for counseling needs. The counselor will provide referrals to outside counseling (Baptist Health Care) when needed. Faculty and staff are required to report any cases of abuse or neglect to the Department of Children and Families immediately. Adult mentors are utilized for students on a weekly basis throughout the school year. Mentors are trained through the school district and they are assigned to one student for the entire school year.

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.

Attendance: Any student that is below 90% attendance- 78 students
 Suspension: Number of students suspended last year in each grade level
 Kindergarten- 0, 1st grade 2; 2nd grade 2; 3rd grade- 3; 4th grade- 4; 5th grade 7
 ELA/Math failing grades- Number of students that had a failing grade in ELA or Math 49 students
 FCAT Level 1 Students- Number of students in grades 3, 4, and 5 that scored level 1 on FSA- 64 students
 Early Warning System 2 or more indicators- 46 students

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	7	13	21	14	22	0	0	0	0	0	0	0	78
One or more suspensions	0	2	2	3	4	7	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	3	11	10	12	13	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	33	31	0	0	0	0	0	0	0	64

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	1	7	1	18	19	0	0	0	0	0	0	0	46

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

Attendance- Daily automated call outs, parent conferences, Visiting Teacher visits, referral to truancy court, strategies to increase student attendance.

Behavior- Coach Kid's Club, Citizenship incentives, alternatives to out of school suspension, School Wide Behavior Management System, communication with parents.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/413864>.

2. Description

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

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

The school has strong partnerships with area businesses and churches. Local businesses provide resources to purchase supplies such as student planners, software programs, technology, classroom supplies. Local churches provide the weekend backpack ministry for needy students as well as school supplies at the beginning of the school year. Businesses also provide employees to volunteer at the school when needed. The school recognizes the partners on the school marquee, with thank you notes, and in the school newsletters. The district recognizes partners throughout the school year as well.

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
Watts, Rachel	Principal
Helton, Michelle	Teacher, K-12
Massey, Cheryl	Teacher, K-12
Horne, Heather	Teacher, K-12
Bauer, Lisa	Teacher, K-12
west, emily	Teacher, K-12
webb, melinda	Teacher, ESE
dorman, susan	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.

Principal/ Assistant Principal/ Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of the school staff, and communicates with parents regarding school-based MTSS plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers TIER II and TIER II interventions.

ESE teachers: Participates in the TIER process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans, and provides support for intervention fidelity and documentation.

Speech Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design and helps identify systemic patterns of the students' needs with respect to language.

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.

At Jim Allen Elementary School the MTSS problem solving process is used in developing and implementing the school improvement plan by designing the goals and strategies to meet the needs of all students. Administration will conduct daily walk throughs to ensure teachers are engaging students and teaching from bell to bell. Small groups will be enhanced by the use of teacher assistants and inclusion ESE teachers. Funding will be used to purchase supplies and materials needed to increase student achievement and to purchase additional support personnel.

Jim Allen Elementary School receives support through Federal, State, and local programs. Title I funds are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs or Summer Reading Camps.

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange system and our local student data base, we have determined that there are no migrant children at Jim Allen Elementary School.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Professional Development is offered at both the school and district level. Services for ELL are provided as required by law. Several ELL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ELL endorsed teachers provide services. At this time our school has one Kindergarten ELL student.

The school works with the district homeless coordinator to provide resources for students identified as homeless. We have identified several families at Jim Allen who are homeless.

SAI funds are used to purchase classroom supplies and purchase part of a Teacher Assistant Special.

The school offers a non-violence, anti-bullying and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red ribbon week is held in October.

Our school is committed to continue offering nutritional choices in the cafeteria.

Housing programs and Head Start are offered at the district level and overseen by the Title I District Office.

Evening programs are offered at all of our High Schools. Our school invites guests speakers to the classrooms to discuss career choices.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rachel H. Watts	Principal
Susan Dorman	Teacher
Bobbi Wilson	Business/Community
Lori Hassell	Parent
Jennifer Sherbrook	Parent
Lisa Brooks	Parent
Kathey Rudd	Parent
Nicole Everette	Teacher
LessLee Earnest	Parent
Pamela Linzy	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC committee discussed the test results and the areas that need improvement. The SAC discussed the strategies that will be implemented for following school year to help increase student achievement. The SAC discussed parental involvement activities that will be implemented during the school year.

b. Development of this school improvement plan

Our School Advisory Council gives input to our school improvement plan prior to finalizing the document.

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

When we receive our district budgets, they are reviewed and discussed by the SAC committee in May.

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

\$3067.00

Classroom supplies, substitute teachers, technology

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
Watts, Rachel	Principal
Helton, Michelle	Teacher, K-12
coleman, richard	Teacher, K-12
Massey, Cheryl	Teacher, K-12
Bauer, Lisa	Teacher, K-12
dorman, susan	Assistant Principal
west, emily	Teacher, K-12
webb, melinda	Teacher, ESE
Horne, Heather	Teacher, K-12

b. Duties

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

The LLT promotes literacy within the school by offering teaching training after school at least once a month. Teachers are trained on a new literacy strategy, implement the strategy in the classroom, and then share during the next meeting. The LLT is a resource for teachers for the new reading series 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 and staff participate in after school activities as well as activities during school hours. These activities include grade level meetings, planning, teacher inservice opportunities, faculty celebrations, breakfasts, and fundraising events for the school and local charities.

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

Newly hired teachers have a START teacher for support throughout their first year. Each new teacher is assigned a veteran on their grade level to support and mentor them. The interview committee ensures that those person interviewed are certified and in-field. The district personnel office verifies certification.

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

New teachers to our school as well as first year teachers are assigned a teacher mentor. Mentor teachers work closely with our new teachers to ensure success.

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.

Core instructional programs and material are aligned to Florida's standards through the daily use of state adopted textbooks and state adopted support material included with the textbooks. Our teachers also follow the curriculum standards and sequence provided by the district ELA, Mathematics and Science specialists. Grade levels meet on a regular basis to plan and align instruction to the Florida 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.

All teachers and administrators access student data through FCAT Star, FOCUS, and STAR 360. Data meetings are held with the administration throughout the school year. Student data is used to create small groups for differentiated instruction. Student data is also used to identify students in need of the MTSS process as well as remedial classes. Student data is used to identify students that may qualify for our gifted enrichment program. Principal and Assistant Principal review report cards quarterly.

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: 15

Students stay after school for tutoring. Some teachers offer after school tutoring for their students prior to the state assessment. Tutoring includes core academic instruction as well as test taking strategies.

Strategy Rationale

Increase student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Watts, Rachel, rwatts@ecsdfi.us

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

Standardized test data and STAR 360
Teacher observation
Report Card grades

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.

We have one ESE PreK class and two VPK classes at our school. In May these students spend time in our Kindergarten classrooms to help with the transition. VPK students are included in school activities throughout the school year.

The local middle school chorus, band, and guidance come to our school in May to present information to our 5th grade students.

ESE teachers from the middle school and elementary school meet to transition students to Middle School.

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.

na

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

na

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

na

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.

na

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.

N/A

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.

N/A

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. Increase student achievement in all core academic subject areas.

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. Increase student achievement in all core academic subject areas. 1a

G098994

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance and Tardies
- Teacher Training on Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- State Adopted Curriculum, ESE Resource Teachers, Subject Area Specialist support, District Level Teacher Training, School Level Teacher Training, Thinking Maps, School Based Teacher Leaders

Plan to Monitor Progress Toward G1. 8

STAR 360 data, curriculum assessments, FSA data

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

STAR 360 assessment data will be collected and analyzed throughout the year. Reading Wonders, Go Math and Science assessments will be analyzed throughout the year.

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. Increase student achievement in all core academic subject areas. **1**

 G098994

G1.B1 Student Attendance and Tardies **2**

 B266545

G1.B1.S1 Student attendance and tardies **4**

 S282433

Strategy Rationale

Phone calls, letters, conferences, visiting teacher, truancy court, attendance child study

Action Step 1 **5**

We will decrease unexcused absences and tardies.

Person Responsible

Rachel Watts

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

phone logs, child study documents, conference notes, attendance records

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

Monitor attendance and tardies, document all meetings with parents

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student records from FOCUS, conference documentation

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

Guidance counselor and administration will meet regularly to determine the effectiveness of the action plan.

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student Records from FOCUS. Attendance Child Study documentation.

G1.B2 Teacher Training on Florida Standards 2

 B266546

G1.B2.S1 Teacher Training on Florida Standards 4

 S282434

Strategy Rationale

Teachers will be provided the tools and knowledge to be able to plan and teach the Florida Standards for their grade level.

Action Step 1 5

Teacher will participate in professional development opportunities.

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student engagement, lesson plan review, standardized test scores, student achievement

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans, E3 documentation, classroom walkthrough, student test scores

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Rachel Watts

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student achievement, lesson plans, FSA data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M413827	STAR 360 data, curriculum assessments, FSA data	Watts, Rachel	8/10/2017	STAR 360 assessment data will be collected and analyzed throughout the year. Reading Wonders, Go Math and Science assessments will be analyzed throughout the year.	5/23/2018 monthly
G1.B1.S1.MA1 M413823	Guidance counselor and administration will meet regularly to determine the effectiveness of the...	Watts, Rachel	8/10/2017	Student Records from FOCUS. Attendance Child Study documentation.	5/23/2018 monthly
G1.B1.S1.MA1 M413824	Monitor attendance and tardies, document all meetings with parents	Watts, Rachel	8/10/2017	Student records from FOCUS, conference documentation	5/23/2018 monthly
G1.B1.S1.A1 A381127	We will decrease unexcused absences and tardies.	Watts, Rachel	8/10/2017	phone logs, child study documents, conference notes, attendance records	5/23/2018 weekly
G1.B2.S1.MA1 M413825	Classroom walkthroughs, lesson plans, student performance	Watts, Rachel	8/10/2017	Student achievement, lesson plans, FSA data	5/23/2018 monthly
G1.B2.S1.MA1 M413826	Student engagement, lesson plan review, standardized test scores, student achievement	Watts, Rachel	8/10/2017	Lesson plans, E3 documentation, classroom walkthrough, student test scores	5/23/2018 monthly
G1.B2.S1.A1 A381128	Teacher will participate in professional development opportunities.	Watts, Rachel	8/10/2017		5/23/2018 monthly

V. Professional Development Opportunities

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

G1. Increase student achievement in all core academic subject areas.

G1.B2 Teacher Training on Florida Standards

G1.B2.S1 Teacher Training on Florida Standards

PD Opportunity 1

Teacher will participate in professional development opportunities.

Facilitator

District Staff, and teacher experts

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We will decrease unexcused absences and tardies.				\$0.00
2	G1.B2.S1.A1	Teacher will participate in professional development opportunities.				\$101,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Jim Allen Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Substitute teachers for teacher professional development.</i>			
			0031 - Jim Allen Elementary School	Title, I Part A		\$100,000.00
			<i>Notes: Purchase .50 technology teacher, 1.0 remedial teacher, and 3.5 hour teacher assistant. SAI budget is used as well.</i>			
					Total:	\$101,000.00