

Alachua County Public Schools

Glen Springs Elementary School



2018-19 Schoolwide Improvement Plan

Glen Springs Elementary School

2826 NW 31ST AVE, Gainesville, FL 32605

<https://www.sbac.edu/glensprings>

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School KG-5 | Yes | 76% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 46% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | 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 was approved by the Alachua County School Board on 10/16/2018.

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.

2018-19 DA Category and Statuses for Glen Springs Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - 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 Glen Springs Elementary School is to academically enrich all of our students and foster social skills to promote successful lifelong learners in a caring, safe environment.

b. Provide the school's vision statement.

The Vision of Glen Springs Elementary is that all students will leave our school with

- the skills needed to be successful citizens
- a strong self-esteem
- high expectations
- respect for others
- and a desire to continue the quest for knowledge

2. School Environment

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

Our school learns about students' cultures by interacting with students in a meaningful way that helps us to learn about them.

Our school builds relationships between teachers and students through the following:

- Establishing and communicating clear positive expectations
- Enforcing expectations in a positive way
- Providing appropriate feedback
- Correcting students in a constructive way
- Interacting with students to learn more about them
- Showing that we value and care for student through respect

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

Glen Springs is a Positive Behavior Support school which provides a method to establish and reinforce a positive school culture. Students are taught our school wide behavior expectations (Positive Attitude, Always be Responsible, Work Together, and Show Respect) and positive behavior choices are reinforced through a token economy system.

The school counselor teaches a set of lessons called "Child Safety Matters", which is a curriculum that addresses critical safety issues faced by children including bullying, cyberbullying, and child abuse. This program teaches these topics to children in grades 1-5.

For Kindergarten students the school counselor teaches "Safer, Smarter, Kids" which is a curriculum that empowers children to protect themselves in situations where someone would abuse them

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.

Positive Behavior Intervention and Support (PBIS) is our school wide management plan. The focus in managing behavior is to teach, recognize, and reinforce the good choices that students demonstrate.

This is done using a token economy where as students receive tickets that they can use to shop with in our school store each Friday morning and/ or save to purchase admission to our nine week events. Teachers are provided a binder that includes social skill activities that they can use in their classroom to build community. PBIS behavior expectations are posted relative to the area of the campus. The acronym P.A.W.S. communicates our school wide expectation: Positive attitude, Always be responsible, Work together, and Show respect. However, we also use the acronym L.U.N.C.H. in the cafeteria to remind students to Listen for directions, Use a quiet voice, Nice friend, Choose only your food, and Hands, feet, and objects to yourself. P.L.A.Y on the playground as a reminder to Play safely, Listen for directions, Always be responsible, and You're a friend. Lastly, the acronym W.A.L.K is posted in the hallways to encourage students to use Whisper voices, Always be responsible, Lines straight, and Keep moving. A committee of teachers across grade levels, staff, and leadership team members meet regularly throughout the year to communicate and collaborate in regards to PBIS. Behavior events are situational in respect to how they are handled with consideration of age, grade, behavior history, and needs of the student. More often than not, the majority of events can be managed by the teacher with a conversation or time out with a partner teacher. Teachers are also strongly encouraged to keep consistent communication with parents for both positive purposes; as well as concerns. However, at times, the student is sent to the Behavior Resource Teacher as a secondary level of support in teaching and reinforcing appropriate replacement behaviors. The Behavior Resource Teacher then follows up with the parent and may choose to schedule a conference with the parent if a pattern of behavior develops. Occasionally, a behavior event occurs that is of an elevated level of severity and in such cases, the Behavior Resource Teacher may choose to assign the student to in-school detention. In-school detention is a proactive response that allows the student to spend the day in the Behavior Resource Teacher's office where he or she will complete his or her academic assignments and participate in social skill building activities based on the target behavior. Out of school suspensions are given much consideration, and are often a last resort consequence.

Throughout the year, the Behavior Resource Teacher collaborates with individual teachers who have classroom management concerns or those in need of support with individual student(s). In addition, behavior management training is provided to faculty and staff throughout the 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.

Glen Springs has a full time school counselor who provides classroom counseling lessons to all students at school. Topics of classroom counseling lessons include teaching skills to help students be successful in their academic, career, and social/emotional development as aligned with the American School Counselor Association's National Model. Students are also able to participate in small group counseling with the school counselor. Topics for small group include: social skills, test anxiety, anger management, changing families, academic success and others as need arises. In addition, the school counselor provides individual counseling to students who present a need for this level of social, emotional, and academic support.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- * Monitoring of student daily tardy and attendance reports
- * Frequent communication with teachers, families, and students

* Monthly data chats and participation in grade level meetings

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 | 9 | 4 | 8 | 14 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 0 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 2 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 2 | 11 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Monitoring of student daily tardy and absentee report:

Daily, the Behavior Resource Teacher reviews a list of students who are tardy or absent to school. This monitoring highlights student trends of attendance. As a means of early intervention, the teacher along with the Behavior Resource Teacher contacts the parent to discuss attendance concerns and how the school can be of support. Included in then conversation is the District and Florida State Statute attendance policy. If student attendance does not improve, a formal Educational Planning Team meeting is held with the parent, teacher, and Behavior Resource Teacher. A formal plan is written and agreed to among the team. Also, the parent is provided information regarding the School Attendance Review Board, and a referral is made by the school, should the parent choose to use the community resource. Attendance continues to be closely monitored and if again fails to improve, a second Educational Planning Team meeting is held to also include the District Truancy Officer. Attendance data is reviewed and the previous plan is updated.

Frequent Communication with teachers, families, and students:

Suspension from school is always given thoughtful consideration in respect to the individual student; as well as, the severity and frequency of current and previous behavior events. Glen Springs Elementary uses a model of Positive Behavior Support strategies and interventions to improve the academic performance and minimize the occurrence of repeated behavior events. These strategies include classroom observations by the Behavior Resource Teacher to identify functions and patterns of inappropriate behavior. The data is used in the design of an individualized behavior plan which includes target behavior and reinforcement of replacement behaviors wither by subject area or interval of time. Included in the plan is a daily goal, which if achieved, earns the student a special reward or time in a preferred activity. Daily check in and out with the Behavior Resource Teacher is also utilized as an approach to build a positive relationship with the stud net; as well as, recognize, reinforce, and maintain open communication with parents as a proactive prepossess before a minor concern becomes major, either academically or behaviorally. To provide additional support, the

teacher often consults with the Behavior Resource Teacher so that together, positive solutions can be presented to the parent.

Monthly data chats and participation in grade level meetings

Leadership team members meet monthly with their assigned grade level(s) and throughout the year as a whole team to analyze and discuss student data collected on diagnostic assessments given throughout the year including STAR Early Literacy, IStation (ISIP) in both English Language Arts and Math; as well as, AIMS quarterly assessments given in English Language Arts, Math, and Science. Student data is recorded within grade level Google documents that tier students based on their academic performance given the stated assessments. This data is used to monitor students' progress and to discuss standard based student learning and instructional practices. This is also an opportunity for teachers to discuss specific concerns regarding those students identified as in greatest need of support. These students are closely monitored within their area(s) of need and a plan of intervention is collaborated upon.

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

Increase parent involvement through implementation of the district and school Parent Improvement Plan.

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.

Glen Springs works with district staff and parent contacts to create partnerships with area businesses and organizations. We meet with representatives from local businesses and organizations to determine the support they can provide, and how we, as a school, can support the business or organization. When businesses or organizations provide goods or services, they are recognized in our website, through school-wide newsletters, parent link calls, or on our marquee.

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 |
|-------------------|---------------------|
| Feagin, Deanna | Principal |
| McAlhany, Vicki | Assistant Principal |
| Armstrong, Amanda | School Counselor |
| Lowry, Heather | Dean |

b. Duties

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

Together, the school leadership team will collaborate to provide instructional leadership and shared decision making.

Principal serves as the instructional leader and practices shared decision making by:

Assessing, evaluating, and monitoring specific and measurable goals for the instructional and learning needs of the school, teachers and students. He practices shared decision making by encouraging faculty and staff members to communicate with the leadership team, work collaboratively to plan meaningful and aligned lessons and activities; as well as, analyze data.

Assistant Principal serves as an instructional leader and practices shared decision making by:

Facilitating professional development learning for teachers that align with our school goals and needs of our students. Additionally, she also provides meaningful and specific evidence based feedback to teachers following informal classroom walk-through and evaluations. Lastly, she serves as a support for content area and grade level teachers in understanding and aligning the standards to instructional practice.

School Counselor serves as a school leader and practices shared decision making by:

Provides Response to Intervention coordination across grade levels, leads and manages student Individual Educational Plans/ 504s and Educational Planning team meetings. Support for content area and grade level teachers in understanding progress monitoring strategies within multiple measures of data collected.

Dean of Students serves as a school leader and practices shared decision making by:

Providing professional development in the area of behavior management and specific targeted interventions based on student needs. She also serves as the school based attendance liaison who is responsible for monitoring student attendance, facilitating educationally planning team meetings as it relates and communicating with the District truancy officer if needed.

Teacher of Title I and Florida Continuous Improvement Model serves as a school leader and

practices shared decision making by: providing remediation to students who, based on state assessment data, are in the lowest quartile in reading and math. She also facilitates data meetings across grade levels to engage in shared discussion about student growth and academic needs; as well as, targeted interventions.

The school leadership team meets each Monday morning to debrief on the previous and upcoming week as it relates to individual student and school needs; as well as, share in the decision making and plan as we move forward throughout the year.

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.

The school problem-solving processes include frequent and structured administrative, leadership and instructional data analysis meetings to review data and make changes in the instructional interventions groups provided by Title 1 teacher tutors and classroom teachers.

Title 1, Part A:

Supplemental reading and math services are provided by Title 1 teachers to targeted students during the school day and in after-school tutoring programs if available. The FCIM coordinator assists teachers with data collection and analysis, and in the development of effective instructional strategies.

Title 1, Part C - Migrant:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title 1, Part D:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title II:

The district receives supplemental funds for improving basic educational programs through the purchase of technology. The school utilizes these funds through the purchase of technology such as new SmartBoards, Smart Response systems and document cameras. The school also utilizes the expertise of district technology coaches.

Title III:

The school works with the district ESOL representative to coordinate services to improve the education of immigrants and English-language learners. Services that are provided include educational materials such as dictionaries, home-school communication in native languages and instructional services (tutors).

Title X - Homeless:

The school works with the district Homeless Coordinator to provide needed services for student identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be combined with district funds to provide third grade teachers.

Violence Prevention Programs:

The school offers non-violence and anti-drug programs, such as Steps to Respect, Peace Works, Too Good for Drugs to all students. In addition, the school participates in Red Ribbon Week in October with school-wide activities. The counselor also teaches the Speak Up and Be Safe program and Safer, Smarter Kids.

Nutrition Programs:

The school follows the district's nutrition program. We also participate in the Food 4 Kids backpack program that provides food each weekend and during school breaks for children who exhibit signs of hunger.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Deanna Feagin | Principal |
| Nina Spencer | Business/Community |
| Eva Hope | Teacher |
| Erin Coolican | Parent |
| Desiree Santana | Parent |
| Laurie Denny | Business/Community |
| Ashley Milligan | Teacher |
| Deandra McKoy | Teacher |
| George Sherouse | Teacher |
| Dawn Morrison | Parent |
| Nathan Hansen | Parent |
| Kayla Reddick | Education Support Employee |
| | 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

Each year, after test scores and school grades are released, the SAC meets to discuss the scores, school grade, and to review the previous School Improvement Plan. At that time, we discuss areas that were addressed and the effectiveness of the plan. The SAC members also provide input regarding strategies and ideas to include in the plan for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council assists with the review and implementation of the School Improvement Plan. SAC members are asked to provide input about potential goals and strategies to meet those goals. Members help create and distribute the school's climate survey to parents, faculty and staff. After the data is collected the SAC members analyze the data and make recommendations for strategies to address any concerns. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school, including use of school improvement funds.

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

Each year, the district finance department provides the school with the budget allocation for the upcoming school year. The executive assistant/bookkeeper presents the budget allocation to the SAC members. She explains how the budget is developed, and how the funds are allocated to each grade level and department in the school and the amounts provided. Once presented, the SAC members have an opportunity to ask questions and provide input about how the fund are distributed in the school. Once the budget is finalized, the SAC votes to approve the school budget. The principal, a representative from the SAC, and a faculty member sign the completed budget and submit it to the district finance department.

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

The school improvement funds will be used to purchase materials to support the goals of the School Improvement Plan such as Kagan materials, writing journals, additional reading and math materials, manipulatives, and supplemental non-fiction text materials and leveled readers. School improvement funds will also be used to purchase document cameras and other technology to enhance instruction.

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 |
|-------------------|---------------------|
| Armstrong, Amanda | School Counselor |
| McAlhany, Vicki | Assistant Principal |
| Shockley, Amy | Instructional Coach |
| Feagin, Deanna | Principal |

b. Duties

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

The Literacy Leadership Team promotes literacy within Glen Springs Elementary through teacher professional development which focuses on building students' literary proficiency. Training in close reading strategies, thinking maps, or interactive journals encourage multiple opportunities for students to use academic vocabulary and literary skills while reading, writing and engaging in discourse. Teachers will understand that students' reading comprehension and meta-cognition about reading will be rigorously engaged when they use close reading strategies to unpack and respond to various types of text (esp.informational text). Furthermore, literary understanding will increase for our students when teachers incorporate multiple opportunities for writing opinions and arguments that are text-based and information rich. We also build literacy using literacy centers and work stations, performance tasks, reading labs, and our blended learning computer programs.

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.

Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/ or that pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on a curriculum map and with focus on the Florida Standards.

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

The Assistant Principal meets with teachers new to Glen Springs during pre-planning and bi-monthly throughout the year to provide support in both classroom management and instructional practice; as well as, to foster collaboration among teachers. Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/or that which pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on scope and sequence and with focus on the Florida Standards. All new teachers are assigned a district mentor coach during their first year of teaching. In addition, up to five teachers at a time can participate in a coaching cycle with the support of our school based instructional coach.

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

The district mentoring program pairs a district mentor with a beginning teacher based on the experience of the mentor. The teacher and mentor meet weekly. The mentor observes and provides feedback to the beginning teacher. The mentor also facilitates cohort meetings for a group of beginning teachers to share and discuss teaching strategies.

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.

Glen Springs Elementary adopted a reading and math series that meets many of the Florida Standards. Additional resources that are used in meeting Florida Standards include FCRR activities, Florida Ready in both ELA and Math, CPALMS, and additional resources and technology based programs provided by the district.

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.

Students served through the exceptional education program receive instruction using a Co-teach model of learning across grade levels. Within the general education classroom, a teacher of exceptional education supports the general education teacher in providing standards based while making accommodations and modification based on the individual needs of the student. Students working above grade level are provided enrichment materials and projects that align with the Florida Standards. CPALMS activities, adaptable computer based programs {IStation, Achieve 3000, and Smarty Ants}; as well, as questioning from Webb's Depth of Knowledge also provide instruction for the various levels. Throughout the year, teachers will also receive professional development training on the following: Universal Designs of Learning {UDL}, a practical application of differentiation in the classroom, Thinking Maps, a common visual language and thinking tool that students can use across grade levels and content areas; in addition to, the REWARDS program which is designed to strengthen students ability to decode long words increasing their silent and oral reading fluency.

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: 1,320

Approximately 30 identified students in grades three through five will receive small group (8 students or less), intensive after school tutoring two days a week for one hour each day from October 2018 until April 2019. Students will be instructed using the Achieve 3000 program and CARS/ STARS a research-based reading program that aligns with Common Core State standards.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McAlhany, Vicki, mcalhacv@gm.sbac.edu

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

Data from Instructional Progress Monitoring (IPM) assessments and grade level common assessments will be used to determine the effectiveness of the tutoring program.

Strategy: Extended School Day

Minutes added to school year: 2,160

Title 1 supplemental reading instruction will be provided to selected students in grades one through five using the intervention series (Reading Street - My Sidewalks; CARS/STARS) during teacher directed PE time.

Classroom teachers will meet with small intervention groups at least two time a week for 30 minutes during teacher directed PE time.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McAlhany, Vicki, mcalhacv@gm.sbac.edu

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

Data from reading assessments (AIMS, ISIP) and unit benchmark assessments will be reviewed monthly and updated groups will be formed if needed.

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 district, through the Voluntary Pre-K (VPK) program, provides an opportunity for every four year old to participate in pre-kindergarten classes to become better prepared for kindergarten.

In May of each year, the school holds "Kindergarten Round-up". This is an informational session, where parents can complete necessary enrollment paperwork, ask questions, and take a tour of the kindergarten classrooms.

Parents may contact the Principal or Assistant Principal for additional information and a tour of the 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.

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.

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.

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.** Students identified in the lowest quartile will make a gain of 3% points in English Language Arts.
- G2.** Students identified in the lowest quartile will make a 3% point gain in Math.
- G3.** Students will increase their achievement in science to 56%.

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. Students identified in the lowest quartile will make a gain of 3% points in English Language Arts. 1a

G100673

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA/Reading Lowest 25% Gains | 53.0 |
| FSA ELA Achievement - Black/African American | 44.0 |
| FSA ELA Achievement | 58.0 |

Targeted Barriers to Achieving the Goal 3

- The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.
- Students have deficiencies that cannot be addressed during core block of instruction.
- Limited or restricted intervention resources and time impact the learning environment.
- Teachers lack of experience in culturally responsive best practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted reading series, including intervention materials.
- Title 1 Resources: Achieve3000, Smarty Ants, REWARDS
- Florida Ready supplemental instruction in ELA
- Adaptable technology based computer program for ELA across grade levels K-5 {IStation}
- Professional Development for teacher: Thinking Maps, Universal Designs of Learning
- Ongoing culturally responsive professional development and learning opportunities for teachers {district equity team, book studies on responsive classroom practices, self reflective activities, ensuring student literacy in our media center and classrooms is equitable and reflects all our students}.
- Established school based equity team consisting of administration, school counselor, behavior resource teacher, and teachers of primary and intermediate students.
- School based equity representative who will serve on a district level committee.
- Bi-monthly data meetings with grade level teams with intentional focus on the learning profile and plan for our African American students who are not meeting grade level standards in the content areas of reading, math, and science.

Plan to Monitor Progress Toward G1. 8

Student behavior data regarding informal and formal discipline events

Person Responsible

Heather Lowry

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected regarding informal and formal discipline events

G2. Students identified in the lowest quartile will make a 3% point gain in Math. 1a

G100674

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Math Lowest 25% Gains | 41.0 |
| FSA Math Achievement - Black/African American | 58.0 |
| FSA Mathematics Achievement | 54.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of time in the instructional day.
- Varied ability of students in each class.
- Excessive tardies and absences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted curriculum series
- Title 1 Resources: Calendar Math, Building Vocabulary, REWARDS
- Florida Ready supplemental materials in math across grade levels.
- Adaptable computer based program for math (IStation) across grade levels K-5
- Ongoing and embedded professional development for teacher in the implementation of Thinking Maps

Plan to Monitor Progress Toward G2. 8

Monitor individual and school wide attendance data.

Person Responsible

Heather Lowry


Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student and school wide attendance records

G3. Students will increase their achievement in science to 56%. 1a

 G100675

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Statewide Science Assessment Level 3 | 56.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge needed for mastery of grade level content.
- Abstract vocabulary and complexity of concepts
- Deficiencies in one or more reading components

Resources Available to Help Reduce or Eliminate the Barriers 2

- Newly adopted science curriculum
- Science leveled readers
- Enrichment kits {Gems} and Science labs

Plan to Monitor Progress Toward G3. 8

Data from on-going progress monitoring, weekly assessments and district assessments.

Person Responsible

Deanna Feagin

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected from the various progress monitoring tools.

Plan to Monitor Progress Toward G3. 8

Data from on-going progress monitoring, weekly assessments and district assessments

Person Responsible

Vicki McAlhany

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected from the various progress monitoring tools.

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. Students identified in the lowest quartile will make a gain of 3% points in English Language Arts. **1**

 G100673

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities. **2**

 B271609

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards.

4

 S287503

Strategy Rationale

The district approved curriculum supports the Florida Standards.

Action Step 1 **5**

Implement the district adopted curriculum and supplemental resources with fidelity.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

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

Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Progress monitoring data will be submitted.

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Scores are submitted

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

Progress monitoring data will be submitted.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Scores are submitted

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

4

 S287504

Strategy Rationale

By unpacking the standards and reviewing test specifications, teachers can gain a better understanding of the standards and set high expectations for their students.

Action Step 1 5

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, classroom observations, and walkthroughs

Action Step 2 5

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Person Responsible

Vicki McAlhany

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, classroom observations, and walkthroughs

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

The leadership team will follow-up with teachers in team and cross grade level curriculum meetings and provide support with coaching and modeling of activities.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, classroom observations, walkthroughs and teacher surveys

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

Conduct classroom walkthroughs and observations.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthrough and observation forms

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

Conduct classroom walkthroughs and observations.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthrough and observation forms

G1.B1.S3 Lower grade three class size in ELA by allocation of Title 1 teacher to provide instruction to a heterogeneous group of students. 4

 S287505

Strategy Rationale

Provide a greater opportunity to meet the needs of individual students.

Action Step 1 5

Create a heterogeneously grouped third grade class using Title 1 funds to lower class size

Person Responsible

Deanna Feagin

Schedule

On 5/31/2019

Evidence of Completion

Third grade student FSA data {percentage of achievement}

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

Classroom walk throughs and formal teacher observations

Person Responsible

Deanna Feagin

Schedule

Every 3 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback given to the teacher based on instructional framework included in walk throughs and formal observations

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

Classroom walk throughs and formal teacher observations

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback given to the teacher based on instructional framework included in walk throughs and formal observations.

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

Ongoing review of third grade student data.

Person Responsible

Deanna Feagin

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Disaggregated student data used to identify those who are and are not meeting grade level standards.

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

Ongoing review of third grade student data.

Person Responsible

Vicki McAlhany

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Disaggregated student data used to identify those who are and are not meeting grade level standards.

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction. 2

 B271610

G1.B2.S1 Provide supplemental instruction using Florida Ready materials in both ELA and Math; as well as, computer based adaptable applications (IStation). 4

 S287506

Strategy Rationale

The students need more time to strengthen skills in both ELA and Math.

Action Step 1 5

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of students being pulled for supplemental instruction.

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and observations

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

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data entered and reviewed

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

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019


Evidence of Completion

Data entered and reviewed

G1.B3 Limited or restricted intervention resources and time impact the learning environment. 2

 B271611

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support. 4

 S287507

Strategy Rationale

The Positive Behavior and Intervention Support program fosters a safe and productive learning environment for all students.

Action Step 1 5

Meet as a Positive Behavior Support team to discuss strategies and focus.

Person Responsible

Heather Lowry

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agenda and minutes from meeting.

Action Step 2 5

Provide professional development in-service for teachers and staff.

Person Responsible

Heather Lowry

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Professional development agenda and sign in sheet

Action Step 3 5

PAWS store and Positive Behavior Support events

Person Responsible

Heather Lowry

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Participation of students

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct Positive Behavior Support team meetings.

Person Responsible

Heather Lowry

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor participation in PAWS store and events.

Person Responsible

Heather Lowry

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Number of students that come to the PAWS store and attend the nine weeks events

G1.B3.S2 Teach and encourage the positive strategies included in the Tough Kids Tool Box curriculum.

4

 S287508

Strategy Rationale

These research based strategies encourage students to be proactive and productive learners.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Discussion with teachers regarding student behavior during team leader and grade level meetings

Person Responsible

Heather Lowry

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Notes regarding teacher feedback about student behavior.

G1.B4 Teachers lack of experience in culturally responsive best practices. **2**

 B271612

G1.B4.S1 Ongoing culturally responsive professional development and learning opportunities for teachers {district equity team, book studies on responsive classroom practices, self reflective activities, ensuring student literacy in our media center and classrooms is equitable and reflects all our students}.

4

 S287509

Strategy Rationale

Teachers will become self aware and responsive to hidden biases within their instructional practice. As a result and with intention he or she will implement culturally responsive strategies and instructional resources that are meaningful and respectful of students backgrounds, experiences, and cultural differences.

Action Step 1 **5**

Teachers will be self aware and responsive to hidden biases in their instructional practice.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher survey, student survey, parent climate survey

Action Step 2 **5**

Established school based equity team consisting of administration, school counselor, behavior resource teacher, and teachers of primary and intermediate students.

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Activities, strategies, and resources that are culturally responsive that can be shared with members of grade level teams.

Action Step 3 5

School based equity representative who will serve on a district level committee.

Person Responsible

Deanna Feagin

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Information, school based professional development opportunities, and equitable practices that others schools are successfully implementing.

Action Step 4 5

Bi-monthly data meetings with grade level teams with intentional focus on the learning profile and plan for our African American students who are not meeting grade level standards in the content areas of reading, math, and science.

Person Responsible

Deanna Feagin

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Academic and behavioral data {classroom assessments, AIMS, FSA, teacher anecdotal notes and observations} of our African American students who are not meeting grade level standards in reading, math, or science.

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

Schedule and prepare for school based equity team meetings, consult with the district equity department for professional development trainings for staff, facilitate a school based culturally responsive book study.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Culturally responsive practices noted in classroom walk throughs and formal observations, teacher survey, and faculty participation in trainings and book study.

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

Review of student academic and behavioral data from classroom teachers and behavior resource teacher.

Person Responsible

Deanna Feagin

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

I-Station data, AIMS assessments, bi-weekly reading assessments, math concept and chapter assessments, science assessments, behavioral documentation.

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

Review of student academic and behavioral data from classroom teachers and behavior resource teacher.

Person Responsible

Deanna Feagin

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

I-Station data, AIMS assessments, bi-weekly reading assessments, math concept and chapter assessments, science assessments, behavioral documentation.

G2. Students identified in the lowest quartile will make a 3% point gain in Math. 1

 G100674

G2.B1 Lack of time in the instructional day. 2

 B271613

G2.B1.S1 Provide after-school tutoring to targeted students. 4

 S287510

Strategy Rationale

Students need additional time to gain needed skills.

Action Step 1 5

Analyze data, identify students.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student growth and areas of deficiencies

Action Step 2 5

Provide training to teachers in the use of IStation.

Person Responsible

Vicki McAlhany

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Materials purchased, student lists with data and professional development completed.

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

Walkthroughs and reviews of lesson plans will be conducted.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Walkthroughs and reviews of lesson plans will be conducted

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data submitted and reviewed

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

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Vicki McAlhany

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data submitted and reviewed

G2.B1.S2 Provide additional computer lab time before and after school for students to practice math facts. 4

 S287511

Strategy Rationale

Students need a strong understanding of basic math facts to support the development of higher-order math skills.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Observation of math group and review of data

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Reports from the IStation program will be reviewed regularly to determine if the students are making progress toward their goals.

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

The data will be reviewed regularly.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

IStation Reports

G2.B2 Varied ability of students in each class. 2

 B271614

G2.B2.S1 Provide small group and differentiated instruction during core instructional time using the principles of the Universal Design for Learning. 4

 S287512

Strategy Rationale

Students need specific intervention and support in small groups to gain and practice needed skills.

Action Step 1 5

Analyze data, create groups, schedule groups

Person Responsible

Vicki McAlhany

Schedule

Every 6 Weeks, from 10/2/2018 to 4/1/2019

Evidence of Completion

Data collected

Action Step 2 5

Provide professional development for teachers in high-yield strategies.

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Use of strategies in classroom as observed through walkthroughs and observations.

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

Walkthroughs and observations will be conducted.

Person Responsible

Deanna Feagin

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completed walkthroughs and observations

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data reviewed and discussions held

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data reviewed and discussions held

G2.B3 Excessive tardies and absences. 2

 B271615

G2.B3.S1 Decrease the number of unexcused absences and unexcused tardies. 4

 S287513

Strategy Rationale

When students are absent or late for school, it hinders their ability to gain the required skills to be successful.

Action Step 1 5

Review daily attendance and note absences and tardies.

Person Responsible

Heather Lowry

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Number of absences and tardies

Action Step 2 5

Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy

Person Responsible

Heather Lowry

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Contact log and copies of letters sent home

Action Step 3 **5**

Educational Planning Team Meeting

Person Responsible

Heather Lowry

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Conference notes and attendance plan

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Records and copies of parent communication and Educational Planning Team Meeting

Person Responsible

Heather Lowry

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student attendance records

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 **7**

Continue to review daily attendance and communicate with our data base manager and families.

Person Responsible

Heather Lowry

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student attendance records; as well as documented communication with our data base manager and families.

G3. Students will increase their achievement in science to 56%. 1

 G100675

G3.B1 Lack of background knowledge needed for mastery of grade level content. 2

 B271616

G3.B1.S1 Adequate teacher planning and preparation based on the curriculum guide to ensure that students are taught standards within their grade level. 4

 S287514

Strategy Rationale

Strengthen students background knowledge of science related vocabulary and concepts.

Action Step 1 5

Sit with teachers while they plan unpack science standards and plan lessons.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans and observations

Action Step 2 5

Model how Thinking Maps can be implemented as a student processing tool during science lessons.

Person Responsible

Vicki McAlhany

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans; student work products

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

Review of students assessment scores; teacher observations and anecdotal notes

Person Responsible

Vicki McAlhany

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student chapter and AIMS science assessments

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

Students data from weekly assessments, unit assessments and district assessments.

Person Responsible

Vicki McAlhany

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected

G3.B1.S2 Incorporate Thinking Maps as a visual tool for students to organize information. 4

 S287515

Strategy Rationale

Many science concepts are big ideas that can be overwhelming for students. Thinking Maps allows them to visually organize their thinking using a process that gives meaning to content in a way students can understand.

Action Step 1 5

Teach text marking strategies and science vocabulary.

Person Responsible

Amy Shockley

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans and data collected from classroom walkthroughs/ formal observations.
Student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will Incorporate science leveled readers into literacy stations

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student assessment data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Science Vocabulary Wall

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student assessment data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student academic talk and science assessment data

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom observations and antedotal notes

G3.B1.S3 Use of AIMS assessments as teaching tools in small and/or whole groups. 4

S287516

Strategy Rationale

Provide students with specific feedback and engagement in a focused discussion regarding science questions and various answer choices. This allows the teacher to better understand the students thinking to either reaffirm or address a misconception or misunderstanding.

Action Step 1 5

Teachers will analyze student chapter and AIMS science assessments to plan and look for trends among student responses.

Person Responsible

Vicki McAlhany

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will work meet with students in whole or small group based on trends in responses to reaffirm or address misconceptions or misunderstanding of concepts.

Person Responsible

Vicki McAlhany

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected from students' science assessments, teacher anecdotal notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Classroom walk throughs and teacher feedback.

Person Responsible

Deanna Feagin

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collected from teacher walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Classroom walk throughs and teacher feedback.

Person Responsible

Vicki McAlhany

Schedule

Biweekly, from 8/13/2018 to 5/31/2019


Evidence of Completion

Data collected from teacher walkthroughs.

G3.B3 Deficiencies in one or more reading components **2**

 B271618

G3.B3.S1 Students are not reading on grade level. **4**

 S287518

Strategy Rationale

Grade level science texts are written with the assumption that the reader is fluent which is not always the circumstance.

Action Step 1 **5**

Teach students text coding strategies, use of a Thinking Map, decoding of words, and provide multiple opportunities to interact with unfamiliar vocabulary words.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student assessment data and notes from classroom walk throughs

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

Meetings with teachers of science during grade level planning and feedback given in walk throughs

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student data, notes from teacher meeting

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

Meetings with teachers of science during grade level planning and feedback given in walk throughs

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student data, notes from teacher meeting

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

Meetings with teachers of science and feedback given from walk throughs

Person Responsible

Deanna Feagin

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback from walk throughs and student data

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

Meetings with teachers of science and feedback given from walk throughs

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback from walk throughs and student data

V. Professional Development Opportunities

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

G1. Students identified in the lowest quartile will make a gain of 3% points in English Language Arts.

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards.

PD Opportunity 1

Implement the district adopted curriculum and supplemental resources with fidelity.

Facilitator

District staff, Principal, Assistant Principal, Instructional Coach, and FCIM facilitator

Participants

All teachers

Schedule

Daily, from 8/13/2018 to 5/31/2019

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

PD Opportunity 1

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Facilitator

Leadership Team

Participants

All teachers

Schedule

Weekly, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Weekly, from 8/13/2018 to 5/31/2019

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G1.B2.S1 Provide supplemental instruction using Florida Ready materials in both ELA and Math; as well as, computer based adaptable applications (IStation).

PD Opportunity 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Facilitator

Assistant Principal

Participants

All Teachers

Schedule

Daily, from 8/13/2018 to 5/31/2019

G1.B3 Limited or restricted intervention resources and time impact the learning environment.

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support.

PD Opportunity 1

Provide professional development in-service for teachers and staff.

Facilitator

Heather Lowry

Participants

Glen Springs faculty members and staff

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

G1.B4 Teachers lack of experience in culturally responsive best practices.

G1.B4.S1 Ongoing culturally responsive professional development and learning opportunities for teachers {district equity team, book studies on responsive classroom practices, self reflective activities, ensuring student literacy in our media center and classrooms is equitable and reflects all our students}.

PD Opportunity 1

Teachers will be self aware and responsive to hidden biases in their instructional practice.

Facilitator

Deanna Feagin

Participants

Teachers and staff

Schedule

Daily, from 8/13/2018 to 5/31/2019

G2. Students identified in the lowest quartile will make a 3% point gain in Math.

G2.B1 Lack of time in the instructional day.

G2.B1.S1 Provide after-school tutoring to targeted students.

PD Opportunity 1

Provide training to teachers in the use of IStation.

Facilitator

Vicki McAlhany

Participants

After-school Teacher Tutors

Schedule

Annually, from 8/13/2018 to 5/31/2019

G2.B2 Varied ability of students in each class.

G2.B2.S1 Provide small group and differentiated instruction during core instructional time using the principles of the Universal Design for Learning.

PD Opportunity 1

Provide professional development for teachers in high-yield strategies.

Facilitator

Instructional Coach, Principal, Assistant Principal, FCIM Facilitator

Participants

All teachers

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

G3. Students will increase their achievement in science to 56%.

G3.B1 Lack of background knowledge needed for mastery of grade level content.

G3.B1.S1 Adequate teacher planning and preparation based on the curriculum guide to ensure that students are taught standards within their grade level.

PD Opportunity 1

Sit with teachers while they plan unpack science standards and plan lessons.

Facilitator

Principal, Assistant Principal

Participants

Teachers of science

Schedule

Monthly, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Model how Thinking Maps can be implemented as a student processing tool during science lessons.

Facilitator

Vicki McAlhany/Kayla Sutcliffe

Participants

Teachers of science

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

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 | Implement the district adopted curriculum and supplemental resources with fidelity. | | | | \$13,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | 5100 | 120-Classroom Teachers | 0331 - Glen Springs Elementary School | Title, I Part A | | \$13,000.00 |
| | | | Notes: Purchase supplementary materials not already provided to support state adopted series. | | | |
| 2 | G1.B1.S2.A1 | Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction. | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0331 - Glen Springs Elementary School | Title I, Part A | | \$1,500.00 |
| | | | Notes: Teachers at grades 3, 4 and 5 will be provided a substitute to provide release time for grade level planning and standards review. | | | |
| 3 | G1.B1.S2.A2 | Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction. | | | | \$0.00 |
| 4 | G1.B1.S3.A1 | Create a heterogeneously grouped third grade class using Title 1 funds to lower class size | | | | \$0.00 |
| 5 | G1.B2.S1.A1 | After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | District-Wide | School Improvement Funds | | \$2,000.00 |
| | | | Notes: These funds will be used to purchase resource materials for teachers to use with students during intervention groups. | | | |
| 6 | G1.B3.S1.A1 | Meet as a Positive Behavior Support team to discuss strategies and focus. | | | | \$0.00 |
| 7 | G1.B3.S1.A2 | Provide professional development in-service for teachers and staff. | | | | \$0.00 |
| 8 | G1.B3.S1.A3 | PAWS store and Positive Behavior Support events | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0331 - Glen Springs Elementary School | General Fund | | \$500.00 |
| | | | Notes: The funds will be used to to purchase items for the PAWS store and to fund nine weeks events. | | | |

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| | | | | | | |
|--------|-------------|---|---------------------------------------|-----------------|-----|-------------|
| 9 | G1.B3.S2.A1 | | | | | \$0.00 |
| 10 | G1.B4.S1.A1 | Teachers will be self aware and responsive to hidden biases in their instructional practice. | | | | \$0.00 |
| 11 | G1.B4.S1.A2 | Established school based equity team consisting of administration, school counselor, behavior resource teacher, and teachers of primary and intermediate students. | | | | \$0.00 |
| 12 | G1.B4.S1.A3 | School based equity representative who will serve on a district level committee. | | | | \$0.00 |
| 13 | G1.B4.S1.A4 | Bi-monthly data meetings with grade level teams with intentional focus on the learning profile and plan for our African American students who are not meeting grade level standards in the content areas of reading, math, and science. | | | | \$0.00 |
| 14 | G2.B1.S1.A1 | Analyze data, identify students. | | | | \$0.00 |
| 15 | G2.B1.S1.A2 | Provide training to teachers in the use of IStation. | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0331 - Glen Springs Elementary School | Title I, Part A | | \$500.00 |
| 16 | G2.B1.S2.A1 | | | | | \$0.00 |
| 17 | G2.B2.S1.A1 | Analyze data, create groups, schedule groups | | | | \$0.00 |
| 18 | G2.B2.S1.A2 | Provide professional development for teachers in high-yield strategies. | | | | \$0.00 |
| 19 | G2.B3.S1.A1 | Review daily attendance and note absences and tardies. | | | | \$0.00 |
| 20 | G2.B3.S1.A2 | Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy | | | | \$0.00 |
| 21 | G2.B3.S1.A3 | Educational Planning Team Meeting | | | | \$0.00 |
| 22 | G3.B1.S1.A1 | Sit with teachers while they plan unpack science standards and plan lessons. | | | | \$0.00 |
| 23 | G3.B1.S1.A2 | Model how Thinking Maps can be implemented as a student processing tool during science lessons. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | District-Wide | Title I, Part A | | \$2,000.00 |
| 24 | G3.B1.S2.A1 | Teach text marking strategies and science vocabulary. | | | | \$0.00 |
| 25 | G3.B1.S3.A1 | Teachers will analyze student chapter and AIMS science assessments to plan and look for trends among student responses. | | | | \$0.00 |
| 26 | G3.B3.S1.A1 | Teach students text coding strategies, use of a Thinking Map, decoding of words, and provide multiple opportunities to interact with unfamiliar vocabulary words. | | | | \$0.00 |
| Total: | | | | | | \$19,500.00 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|-----------------|-------------------------------|--|--------------------------|
| 2019 | | | | | |
| G1.B3.S2.MA1  M426191 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B3.S2.A1  A390008 | [no content entered] | | No Start Date | | No End Date one-time |
| G2.B1.S2.A1  A390015 | [no content entered] | | No Start Date | | No End Date one-time |
| G2.B2.S1.A1  A390016 | Analyze data, create groups, schedule groups | McAlhany, Vicki | 10/2/2018 | Data collected | 4/1/2019 every-6-weeks |
| G1.MA1  M426195 | Student behavior data regarding informal and formal discipline events | Lowry, Heather | 8/13/2018 | Data collected regarding informal and formal discipline events | 5/31/2019 monthly |
| G2.MA1  M426208 | Monitor individual and school wide attendance data. | Lowry, Heather | 8/13/2018 | Student and school wide attendance records | 5/31/2019 weekly |
| G3.MA1  M426221 | Data from on-going progress monitoring, weekly assessments and district assessments. | Feagin, Deanna | 8/13/2018 | Data collected from the various progress monitoring tools. | 5/31/2019 every-2-months |
| G3.MA2  M426222 | Data from on-going progress monitoring, weekly assessments and district assessments | McAlhany, Vicki | 8/13/2018 | Data collected from the various progress monitoring tools. | 5/31/2019 every-2-months |
| G1.B1.S1.MA1  M426173 | Progress monitoring data will be submitted. | Feagin, Deanna | 8/13/2018 | Scores are submitted | 5/31/2019 monthly |
| G1.B1.S1.MA2  M426174 | Progress monitoring data will be submitted. | McAlhany, Vicki | 8/13/2018 | Scores are submitted | 5/31/2019 monthly |
| G1.B1.S1.MA1  M426175 | Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted... | Feagin, Deanna | 8/13/2018 | The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation. | 5/31/2019 daily |
| G1.B1.S1.MA3  M426176 | Lesson plans will be reviewed as needed. Classroom walkthroughs and observations will be conducted... | McAlhany, Vicki | 8/13/2018 | The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation. | 5/31/2019 daily |
| G1.B1.S1.A1  A390000 | Implement the district adopted curriculum and supplemental resources with fidelity. | Feagin, Deanna | 8/13/2018 | Lesson plans, classroom walkthroughs and observations | 5/31/2019 daily |
| G1.B2.S1.MA1  M426184 | Data from ongoing progress monitoring, weekly assessments, and district assessments will be... | Feagin, Deanna | 8/13/2018 | Data entered and reviewed | 5/31/2019 monthly |
| G1.B2.S1.MA4  M426185 | Data from ongoing progress monitoring, weekly assessments, and district assessments will be... | McAlhany, Vicki | 8/13/2018 | Data entered and reviewed | 5/31/2019 monthly |
| G1.B2.S1.MA1  M426186 | Walkthroughs and observations will be conducted during small group instruction. | Feagin, Deanna | 8/13/2018 | Completed walkthroughs and observations | 5/31/2019 daily |
| G1.B2.S1.MA3  M426187 | Walkthroughs and observations will be conducted during small group instruction. | McAlhany, Vicki | 8/13/2018 | Completed walkthroughs and observations | 5/31/2019 daily |
| G1.B2.S1.A1  A390004 | After reviewing data and identifying students, teachers will pull small groups of students to... | McAlhany, Vicki | 8/13/2018 | List of students being pulled for supplemental instruction. | 5/31/2019 daily |
| G1.B3.S1.MA1  M426188 | Monitor participation in PAWS store and events. | Lowry, Heather | 8/13/2018 | Number of students that come to the PAWS store and attend the nine weeks events | 5/31/2019 weekly |
| G1.B3.S1.MA1  M426189 | Conduct Positive Behavior Support team meetings. | Lowry, Heather | 8/13/2018 | Discipline data | 5/31/2019 quarterly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|-----------------|-------------------------------|--|--------------------------|
| G1.B3.S1.A1 A390005 | Meet as a Positive Behavior Support team to discuss strategies and focus. | Lowry, Heather | 8/13/2018 | Agenda and minutes from meeting. | 5/31/2019 monthly |
| G1.B3.S1.A2 A390006 | Provide professional development in-service for teachers and staff. | Lowry, Heather | 8/13/2018 | Professional development agenda and sign in sheet | 5/31/2019 quarterly |
| G1.B3.S1.A3 A390007 | PAWS store and Positive Behavior Support events | Lowry, Heather | 8/13/2018 | Participation of students | 5/31/2019 weekly |
| G1.B4.S1.MA1 M426192 | Review of student academic and behavioral data from classroom teachers and behavior resource... | Feagin, Deanna | 8/13/2018 | I-Station data, AIMS assessments, bi-weekly reading assessments, math concept and chapter assessments, science assessments, behavioral documentation. | 5/31/2019 every-2-months |
| G1.B4.S1.MA1 M426193 | Review of student academic and behavioral data from classroom teachers and behavior resource... | Feagin, Deanna | 8/13/2018 | I-Station data, AIMS assessments, bi-weekly reading assessments, math concept and chapter assessments, science assessments, behavioral documentation. | 5/31/2019 every-2-months |
| G1.B4.S1.MA1 M426194 | Schedule and prepare for school based equity team meetings, consult with the district equity... | McAlhany, Vicki | 8/13/2018 | Culturally responsive practices noted in classroom walk throughs and formal observations, teacher survey, and faculty participation in trainings and book study. | 5/31/2019 monthly |
| G1.B4.S1.A1 A390009 | Teachers will be self aware and responsive to hidden biases in their instructional practice. | Feagin, Deanna | 8/13/2018 | Teacher survey, student survey, parent climate survey | 5/31/2019 daily |
| G1.B4.S1.A2 A390010 | Established school based equity team consisting of administration, school counselor, behavior... | Feagin, Deanna | 8/13/2018 | Activities, strategies, and resources that are culturally responsive that can be shared with members of grade level teams. | 5/31/2019 monthly |
| G1.B4.S1.A3 A390011 | School based equity representative who will serve on a district level committee. | Feagin, Deanna | 8/13/2018 | Information, school based professional development opportunities, and equitable practices that others schools are successfully implementing. | 5/31/2019 quarterly |
| G1.B4.S1.A4 A390012 | Bi-monthly data meetings with grade level teams with intentional focus on the learning profile and... | Feagin, Deanna | 8/13/2018 | Academic and behavioral data {classroom assessments, AIMS, FSA, teacher anecdotal notes and observations} of our African American students who are not meeting grade level standards in reading, math, or science. | 5/31/2019 every-2-months |
| G2.B1.S1.MA1 M426196 | Data from on-going progress monitoring, weekly assessments and district assessments will be... | Feagin, Deanna | 8/13/2018 | Data submitted and reviewed | 5/31/2019 weekly |
| G2.B1.S1.MA4 M426197 | Data from on-going progress monitoring, weekly assessments and district assessments will be... | McAlhany, Vicki | 8/13/2018 | Data submitted and reviewed | 5/31/2019 weekly |
| G2.B1.S1.MA1 M426198 | Walkthroughs and reviews of lesson plans will be conducted. | Feagin, Deanna | 8/13/2018 | Completed walkthroughs and lesson plans. | 5/31/2019 daily |
| G2.B1.S1.MA3 M426199 | Walkthroughs and reviews of lesson plans will be conducted | McAlhany, Vicki | 8/13/2018 | Completed walkthroughs and lesson plans. | 5/31/2019 daily |
| G2.B1.S1.A1 A390013 | Analyze data, identify students. | McAlhany, Vicki | 8/13/2018 | Student growth and areas of deficiencies | 5/31/2019 monthly |
| G2.B1.S1.A2 A390014 | Provide training to teachers in the use of IStation. | McAlhany, Vicki | 8/13/2018 | Materials purchased, student lists with data and professional development completed. | 5/31/2019 annually |
| G2.B2.S1.MA1 M426202 | Data from weekly assessments, unit assessments and district assessments will be reviewed and... | Feagin, Deanna | 8/13/2018 | Data reviewed and discussions held | 5/31/2019 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|-----------------|-------------------------------|--|--------------------------|
| G2.B2.S1.MA2 M426203 | Data from weekly assessments, unit assessments and district assessments will be reviewed and... | McAlhany, Vicki | 8/13/2018 | Data reviewed and discussions held | 5/31/2019 monthly |
| G2.B2.S1.MA1 M426204 | Walkthroughs and observations will be conducted. | Feagin, Deanna | 8/13/2018 | Completed walkthroughs and observations | 5/31/2019 daily |
| G2.B2.S1.MA3 M426205 | Walkthroughs and observations will be conducted. | McAlhany, Vicki | 8/13/2018 | Completed walkthroughs and observations | 5/31/2019 daily |
| G2.B2.S1.A2 A390017 | Provide professional development for teachers in high-yield strategies. | McAlhany, Vicki | 8/13/2018 | Use of strategies in classroom as observed through walkthroughs and observations. | 5/31/2019 quarterly |
| G2.B3.S1.MA1 M426206 | Continue to review daily attendance and communicate with our data base manager and families. | Lowry, Heather | 8/13/2018 | Student attendance records; as well as documented communication with our data base manager and families. | 5/31/2019 weekly |
| G2.B3.S1.MA1 M426207 | Records and copies of parent communication and Educational Planning Team Meeting | Lowry, Heather | 8/13/2018 | Student attendance records | 5/31/2019 quarterly |
| G2.B3.S1.A1 A390018 | Review daily attendance and note absences and tardies. | Lowry, Heather | 8/13/2018 | Number of absences and tardies | 5/31/2019 daily |
| G2.B3.S1.A2 A390019 | Contact parent to inquire about repeated absences and tardies and also inform about District... | Lowry, Heather | 8/13/2018 | Contact log and copies of letters sent home | 5/31/2019 weekly |
| G2.B3.S1.A3 A390020 | Educational Planning Team Meeting | Lowry, Heather | 8/13/2018 | Conference notes and attendance plan | 5/31/2019 quarterly |
| G3.B1.S1.MA1 M426209 | Students data from weekly assessments, unit assessments and district assessments. | McAlhany, Vicki | 8/13/2018 | Data collected | 5/31/2019 every-2-months |
| G3.B1.S1.MA1 M426210 | Review of students assessment scores; teacher observations and anecdotal notes | McAlhany, Vicki | 8/13/2018 | Student chapter and AIMS science assessments | 5/31/2019 every-2-months |
| G3.B1.S1.A1 A390021 | Sit with teachers while they plan unpack science standards and plan lessons. | McAlhany, Vicki | 8/13/2018 | Lesson plans and observations | 5/31/2019 monthly |
| G3.B1.S1.A2 A390022 | Model how Thinking Maps can be implemented as a student processing tool during science lessons. | McAlhany, Vicki | 8/13/2018 | Teacher lesson plans; student work products | 5/31/2019 every-2-months |
| G3.B3.S1.MA1 M426217 | Meetings with teachers of science and feedback given from walk throughs | Feagin, Deanna | 8/13/2018 | Feedback from walk throughs and student data | 5/31/2019 monthly |
| G3.B3.S1.MA2 M426218 | Meetings with teachers of science and feedback given from walk throughs | McAlhany, Vicki | 8/13/2018 | Feedback from walk throughs and student data | 5/31/2019 monthly |
| G3.B3.S1.MA1 M426219 | Meetings with teachers of science during grade level planning and feedback given in walk throughs | Feagin, Deanna | 8/13/2018 | Student data, notes from teacher meeting | 5/31/2019 monthly |
| G3.B3.S1.MA2 M426220 | Meetings with teachers of science during grade level planning and feedback given in walk throughs | McAlhany, Vicki | 8/13/2018 | Student data, notes from teacher meeting | 5/31/2019 monthly |
| G3.B3.S1.A1 A390025 | Teach students text coding strategies, use of a Thinking Map, decoding of words, and provide... | McAlhany, Vicki | 8/13/2018 | Student assessment data and notes from classroom walk throughs | 5/31/2019 daily |
| G1.B1.S2.MA1 M426177 | Conduct classroom walkthroughs and observations. | Feagin, Deanna | 8/13/2018 | Completed walkthrough and observation forms | 5/31/2019 daily |
| G1.B1.S2.MA3 M426178 | Conduct classroom walkthroughs and observations. | McAlhany, Vicki | 8/13/2018 | Completed walkthrough and observation forms | 5/31/2019 daily |
| G1.B1.S2.MA1 M426179 | The leadership team will follow-up with teachers in team and cross grade level curriculum meetings... | McAlhany, Vicki | 8/13/2018 | Lesson plans, classroom observations, walkthroughs and teacher surveys | 5/31/2019 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|-----------------|-------------------------------|---|--------------------------|
| G1.B1.S2.A1 A390001 | Teachers will review the Florida Standards and review test specifications in grade level and... | Feagin, Deanna | 8/13/2018 | Lesson plans, classroom observations, and walkthroughs | 5/31/2019 weekly |
| G1.B1.S2.A2 A390002 | Teachers will review the Florida Standards and review test specifications in grade level and... | McAlhany, Vicki | 8/13/2018 | Lesson plans, classroom observations, and walkthroughs | 5/31/2019 weekly |
| G1.B3.S2.MA1 M426190 | Discussion with teachers regarding student behavior during team leader and grade level meetings | Lowry, Heather | 8/13/2018 | Notes regarding teacher feedback about student behavior. | 5/31/2019 monthly |
| G2.B1.S2.MA1 M426200 | The data will be reviewed regularly. | McAlhany, Vicki | 8/13/2018 | IStation Reports | 5/31/2019 monthly |
| G2.B1.S2.MA1 M426201 | Observation of math group and review of data | McAlhany, Vicki | 8/13/2018 | Reports from the IStation program will be reviewed regularly to determine if the students are making progress toward their goals. | 5/31/2019 monthly |
| G3.B1.S2.MA1 M426211 | Student academic talk and science assessment data | McAlhany, Vicki | 8/13/2018 | Classroom observations and antedotal notes | 5/31/2019 daily |
| G3.B1.S2.MA1 M426212 | Teachers will Incorporate science leveled readers into literacy stations | McAlhany, Vicki | 8/13/2018 | Student assessment data | 5/31/2019 daily |
| G3.B1.S2.MA3 M426213 | Science Vocabulary Wall | McAlhany, Vicki | 8/13/2018 | Student assessment data | 5/31/2019 daily |
| G3.B1.S2.A1 A390023 | Teach text marking strategies and science vocabulary. | Shockley, Amy | 8/13/2018 | Teacher lesson plans and data collected from classroom walkthroughs/ formal observations. Student work samples | 5/31/2019 weekly |
| G1.B1.S3.MA1 M426180 | Ongoing review of third grade student data. | Feagin, Deanna | 8/13/2018 | Disaggregated student data used to identify those who are and are not meeting grade level standards. | 5/31/2019 every-2-months |
| G1.B1.S3.MA4 M426181 | Ongoing review of third grade student data. | McAlhany, Vicki | 8/13/2018 | Disaggregated student data used to identify those who are and are not meeting grade level standards. | 5/31/2019 every-2-months |
| G1.B1.S3.MA1 M426182 | Classroom walk throughs and formal teacher observations | Feagin, Deanna | 8/13/2018 | Feedback given to the teacher based on instructional framework included in walk throughs and formal observations | 5/31/2019 every-3-weeks |
| G1.B1.S3.MA2 M426183 | Classroom walk throughs and formal teacher observations | McAlhany, Vicki | 8/13/2018 | Feedback given to the teacher based on instructional framework included in walk throughs and formal observations. | 5/31/2019 monthly |
| G1.B1.S3.A1 A390003 | Create a heterogeneously grouped third grade class using Title 1 funds to lower class size | Feagin, Deanna | 8/13/2018 | Third grade student FSA data {percentage of achievement} | 5/31/2019 one-time |
| G3.B1.S3.MA1 M426214 | Classroom walk throughs and teacher feedback. | Feagin, Deanna | 8/13/2018 | Data collected from teacher walkthroughs. | 5/31/2019 biweekly |
| G3.B1.S3.MA3 M426215 | Classroom walk throughs and teacher feedback. | McAlhany, Vicki | 8/13/2018 | Data collected from teacher walkthroughs. | 5/31/2019 biweekly |
| G3.B1.S3.MA1 M426216 | Teachers will work meet with students in whole or small group based on trends in responses to... | McAlhany, Vicki | 8/13/2018 | Data collected from students' science assessments, teacher anecdotal notes. | 5/31/2019 biweekly |
| G3.B1.S3.A1 A390024 | Teachers will analyze student chapter and AIMS science assessments to plan and look for trends... | McAlhany, Vicki | 8/13/2018 | | 5/31/2019 biweekly |