High Springs Community School

2018-19 Schoolwide Improvement Plan

High Springs Community School

1015 N MAIN ST, High Springs, FL 32643

https://www.sbac.edu/highsprings

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)
Combination School PK-8	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

*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.

Table of Contents

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 High Springs Community 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.

High Springs Community School contributes to the improvement of self, family, community, and nation.

We are committed to the success of every student!

b. Provide the school's vision statement.

All stakeholders work collaboratively to ensure the social, emotional and academic success of each student.

2. School Environment

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

At the beginning of the school year we hold a Meet Your Teacher day as well as an Open House event. These two school-wide events serve to bring parents, students, and teachers together in order for all to learn about each other, the school, and any unique needs to be addressed.
Individual teachers learn about students, cultures, and backgrounds through student and teacher conferences and class-level activities.
Parent conferences are held regularly to review academic data with parents and discuss student strengths and weaknesses. Parents are welcome to request meetings with teachers and/or administration whenever needed.
Annual climate surveys are provided to students, teachers and parents for input regarding various aspects of the school climate and culture.
One teacher representative will serve as the leader for our school based Equity team.This teacher will participate in bi-monthly CRT/Equity training. The purpose of the district training is to
assist and provide support to our school level teacher representative in leading our school based Equity Action Plan efforts.

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

HSCS has a full-time School Resource Officer and a part-time School Resource Officer provided by the High Springs Police Department . The SROs conduct classroom lessons on a variety of topics including bullying, A.L.I.C.E., safety, etc. The SROs are present in hallways, classrooms, and the cafeteria throughout the school day and are available to students should they have safety concerns. The Raptor system is utilized consistently to ensure everyone on campus is present with good intentions. Web-based volunteer forms are completed annually and criminal backgrounds are checked to ensure all volunteers are safe to be present on campus.The "Student of the Week" program" identifies one student in each elementary classroom that has exhibited outstanding citizenship throughout the week. Of those students one is chosen and recognized as "The Student of the Month". This student is also recognized in the local media and is eligible to compete for "The Student of the Year". The morning television announcements highlight a weekly character trait. High Spring Community School has two Extended Day Enrichment Programs (EDEP). One for elementary age students and the other for those in middle school. Parents can enroll students in these programs for after school care until 6:00 p.m. up to five days a week.

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

The Alachua County School District has a Code of Student Conduct that explains the rights, expectations, and responsibilities of students, parents, and the School District regarding student behavior. The District Code of Student Conduct is sent home at the beginning of each school year outlining the expectations for proper student behavior. The Code is in effect on school property, at school-sponsored events, and on school buses. HSCS is closely monitoring out-of-school suspensions (OSS) to ensure compliance with changes to the Code of Student Conduct that requires district staff involvement for any OSS more than 7 days for a Level I offense and restorative practices for Level I, II, and III offenses in lieu of suspension.
In order for instruction to occur in a safe environment, there must be a cooperative relationship between students, parents/guardians, and the school.
High Springs has a full time Behavior Resource Teacher for grades K-4, a full time Dean for all 5-8 students, and two School Resource Officers (SRO's) on campus. Expectations and responsibilities of students, parents, and the faculty are discussed throughout the school year and reinforced by teachers and staff.
The Positive Behavior School (PBS) program generates behavioral and academic expectations. Positive behavior interventions and support are provided. This school is also designated as a "Safe Place" for children by the State of Florida.

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.

High Springs Community School has two school guidance counselors on staff. It is the responsibility of these staff members to coordinate the comprehensive counseling plan. This plan provides students with the skills necessary to become successful lifelong learners, responsible citizens, and productive workers. The School counselors, in addition to providing counseling services, provide instruction in essential skills required for success in school, community and work. Components of this plan include but are not exclusive to: school counseling curriculum, individual student planning, responsive services, program management, and system support.
School counselors serve as a school leader, student advocate, and team collaborator to remove systemic barriers to student success. Working together with school administrators, other professional educators, and community members, their collaborative approach produces measurable results that are shared and used to guide program improvement. Targeted outcomes of the programs include increased student achievement, an improved graduation rate, better attendance, reduced disciplinary referrals, and completed individual learning plans.
In addition, the school has a Trauma Sensitive School Team. Research also shows that schools that adopt trauma sensitive practices have a significant reduction in behavior referrals and suspensions. The school is in the developmental stage of this initiative.
HSCS has a unique mentoring program where community mentors are paired with students who are identified as in need of social and or emotional support. Mentors meet with their student at least once a week.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Weekly Administrative Team meetings focus on students that might be exhibiting any of the early warning indicators. Possible causes, barriers and solutions are discussed. Plans are designed to address student issues and a "case manager" is assigned that monitors, provides feedback and input on the student's progress related to the early warning signs. School district reports highlighting the early warning indicators are closely monitored by administration and teachers as they relate to student academic and behavioral progress. (i.e. 5 day unexcused absence report, behavior referrals, teacher grade distribution...)

Throughout the year, meetings are held with teams or individuals that include members of the leadership team to review academic data and student progress. We review ongoing progress in academic subjects, grades, and trends. Topics of discussion include, but are not limited to, adjustments to instruction, need for Educational Planning Team meetings, need for interventions, or possible retention.

A Credit Retrieval Course is available to students that receive a failing grade in any core subject area. Middle school students receiving a Level 1 on the statewide assessment test in English Language Arts are registered in a Drop Out Prevention (DOP) reading course that addresses reading deficits. Students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level.

Elementary students receiving a level 1 or low level 2 on the ELA portion of the FSA participate in the iStation program to address underlying causes for reading deficiencies and/or these students are provided differentiated instruction within the classroom.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	13	16	10	11	11	18	12	10	0	0	0	0	101
One or more suspensions	0	0	0	1	0	6	5	10	4	0	0	0	0	26
Course failure in ELA or Math	8	0	0	2	10	2	5	26	8	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	2	18	38	22	26	19	0	0	0	0	125

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	2	9	11	9	20	8	0	0	0	0	59

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

A weekly administrative team meeting includes discussion regarding students exhibiting any of the early warning indicators. District attendance officer visits campus regularly to receive referral information from the team, initiate contact and/or follow up with families of students who have attendance issues. Behavior Resource Teacher and Dean provide support to teachers, students and parents through behavior management systems that support students who exhibit misbehavior regularly.

Middle school students have the opportunity to participate in a Credit Retrieval Course. This course is open to students that receive a failing grade in a core subject area. Successful completion of this course allows the student to replace the failing grade with a passing grade. Middle school students receiving a Level 1 on the statewide assessment test in reading are placed in a Drop Out Prevention

(DOP) reading course that addresses reading deficits. Eighth grade students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level.

Regular education teachers grades K-5 provide differentiated instruction based on assessment data for Tier 2 instruction.

Current sixth graders with two or more EWS areas of concern are in an elective course that is designed to help them learn organizational skills and study skills, improve behavior/social skills, and focus on the importance of school attendance.

Tier 3 Intervention Strategies

-Scientifically researched based programs will be used for additional instruction when Tier 1 and 2 interventions are not sufficient for students identified by the early warning system.

Individual strengths and weakness will be identified with a targeted plan for improvement.

- Point sheet and small group sessions with counselor, behavior resource teacher, and dean
- Mentoring program for selected students
- Small group or individual counseling from school counselor
- iStation participation routinely monitored by teacher

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

A web based portal is available to parents, showing their students academic, attendance and behavioral progress. A district and school based website is maintained with up to date information relating to students, teachers, families and community. The school utilizes the Skylert system to send emails to parents regarding upcoming events and other reminders. The school now has a Twitter account managed by an administrator for the purpose of communicating school event information. A quarterly newsletter is sent home with report cards. Highlighting of student, faculty, and staff accomplishments are included in the publication. Interim progress reports are sent home with students between report card distributions. Open House, Meet the Teacher, and Parent/Teacher conference days are held regularly to keep parents informed of their student's progress.

A Business Partner Coalition is in place to communicate with local businesses about school projects and assistance. School Advisory Council members meet regularly and are representative of all stakeholders.

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.

A Business Partner Coalition was established eight years ago at High Springs Community School and has grown each year. Business owners are invited to partner with the school in an effort to better understand how the business community can assist the school with meeting their goals. Business leaders meet early in the school year to hear the year's upcoming goals, initiatives, and programs. The business leaders are matched with projects based on resources and a reciprocal benefit for the

business, creating a true feeling of community. Businesses support the school's effort through providing volunteer time, in-kind resources and monetary donations to support school initiatives.
We also utilize:
- Field trips
- Altrusa Read-in
- PTSA
-SAC
-Rotary Club-3rd grade
-School-wide Mentoring program with mentors from the community

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
McNeill, Lynn	Principal
BISHOP, EMERY	Assistant Principal
Roberson, Jenni	Assistant Principal

b. Duties

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

Supervise the operation and management of all activities and functions at the school.
Provide leadership in the development and delivery of all educational programs.
Develop a plan for short and long range instructional and facility needs.
Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
Coordinate program planning with district instructional staff.
Interview and recommend personnel for employment.
Direct the development of the master schedule and assign teachers according to identified needs.
Manage the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
Attend school-related activities and events.
Manage and administer professional development through training, in-service and other developmental activities.
Provide leadership in the school improvement process and the implementation of the school improvement plan.
Demonstrate proactive leadership and effective management skills to motivate and gain commitment of staff to facilitate task accomplishment.

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 High Springs Community School leadership team meets with grade level team leaders and teachers to discuss student progress and concerns. The team reviews assessment data at grade

levels and classroom levels to identify students who are and are not meeting grade level expectations and students exceeding expectations. Students are identified as high risk, moderate risk, and low risk for mastering standards. Collaboration among the team members concerning problem solving issues, sharing effective practices, implementation evaluation, leads the team to recommendations and/or modifications of instructional resources and strategies based on student needs.

Decisions are made with input from all concerning Tier 1 and Tier 2 interventions. In the event a child is in Tier 2 interventions and is not progressing as expected an EPT is held and a move to Tier 3 is considered.
This data also helps guide the discussion and evaluation of staff development, resource needs, and effectiveness of existing programs.

Title I Part D – DJJ centers
Title II –Mentor coaches, tech coaches
Title III- ELL services (Dictionaries, tutors, translations)
Title X - Homeless – (book bags, school supplies, clothing, social services referrals)
Violence Prevention Programs- Too Good for Drugs & Violence, LEAPS, Bully Prevention, Positive Behavior Support
Nutrition Programs – Fresh Fruits & Vegetables, Backpack for weekend, summer meal program, free breakfast and lunch for all students
Housing Programs – referred through Homeless services
Head Start – transition to Kindergarten
Career & Technical Education – career day on campus; technical program representatives share program information with students through social studies classes
Job Training – guest speakers representing various jobs and careers

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Hayden Anderson	Teacher
Lynn McNeill	Principal
Sherry Sakai	Teacher
Sean Sand	Teacher
Elizabeth Sheward	Teacher
Amy Sumner	Teacher
Amy Barry	Parent
Jessica Jacome	Parent
Richard Hessey	Parent
Heather Cabalero	Parent
Jenni Roberson	Education Support Employee
Leslie Smith	Education Support Employee
Alyce Brown	Business/Community
Misty Jones	Business/Community
Charles Stewart	Business/Community
Byron Williams	Business/Community

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

SAC members meet with school administration to review testing data from Spring 2018. Explanations of school grading process and student data points are provided to the members. Identification of strengths and concerns are identified through a data analysis process. Instructional strategies and student learning trends are identified. Areas of concern are discussed in regards to continuation, modification or discontinuation of a particular academic progress, curricular needs and personnel resources.

b. Development of this school improvement plan

Information regarding areas of strength and weakness based on assessment data is shared. Possible barriers to solutions are also discussed in the development of new goals. Logistical, practical and budgetary considerations are discussed and agreed upon as new goals and objectives are designed and placed in the new plan.

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

SAC members are made aware of current budgets for the upcoming school year and the allocations being made to sustain existing goals and the associated cost for new plan initiatives. SAC members vote on allocation of SAC funds to assist with the implementation of the upcoming plan.

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

SAC Expenditures
After School Tutoring 1422.87
Technology 3,800.00
Teacher Curriculum Planning 1600.11
Guidance Clerical Pre-Planning 345.25
Student Planners 2431.33
Middle School Media - Book Sets 389.40
Projection System for Cafeteria 3900.00

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
BISHOP, EMERY	Assistant Principal
McNeill, Lynn	Principal
Alleman, Mary	Teacher, K-12
Babston, Nancy	Teacher, K-12
Davis, Christina	Teacher, K-12
Morrison, Michelle	Teacher, K-12
Sand, Sean	Teacher, ESE
Steen, India	Teacher, K-12
Sumner, Amy	Teacher, K-12
Roberson, Jenni	Assistant Principal
Wenzell, Tana	Teacher, K-12
Shintock, Tammy	Teacher, K-12
Butts, Jessica	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) will facilitate professional learning opportunities though increased exposure to Florida Standards. The LLT will meet to analyze and interpret reading, math, and science data. Goals will be established based on data analysis. The development of new strategies to achieve the goals while establishing the measures of success will be a continuous focus for the LLT. The LLT will also support teachers in implementing the literacy strategies. . Teachers will monitor and review the implementation and provide input to the LLT as to the success of such strategies. Further assistance from the LLT will take the form of assistance in differentiating the learning environment, observing and providing feedback, modeling effective lessons, and suggesting appropriate resources.
The major initiatives of the 2018-2019 school year are the successful implementation of the Task-Evidence-Questioning model in the area of math, and professional development for K-5 teachers in the area of writing.

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.

Attempts to provide common planning time for each grade level are a primary focus during the development of the master schedule. Once a month is reserved for team leaders to meet. Social Committee provides monthly opportunities to get together and socialize. Faculty and staff are given positive recognition through the weekly newsletter. District cohorts meet monthly and are a means for teachers of specific subject areas to meet to discuss and share curriculum and instructional methods.

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

Continue participating as a PDL school with the University of Florida. Provide internship opportunities to the University of Florida College of Education and St. Leo College.

School administration works to ensure faculty and staff hiring supports the academic needs of students.
Participate in District Instructional Fair.
Collaborate with district HR to find Certified and Highly Qualified candidates to fill positions.
Professional development activities are offered throughout the school year at both the school and district levels.
Alachua County Public Schools holds at least two career fairs per year.

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

Each beginning teacher is assigned a district instructional/mentor coach. Planning, curriculum/ instruction, classroom management and scheduled observations are addressed by the coach. The Principal formally observes and provides feedback through the district teacher appraisal process.
The principal provides new to school teachers an opportunity to spend at least one day observing veteran teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All courses in the master schedule are identified and approved by the Florida Department of Education.
Students in middle school must register for and attend a complete schedule of classes.
The district approves educational requirements and offerings. A student must meet program requirements by successful completion of a course of study in: Language Arts, Reading, Mathematics, Science, Social Studies, Physical Education and two Electives.
Curricular materials are adopted through a district process that ensure they are aligned with the Florida State Standards.
Teachers follow a district created instructional scope and sequence to ensure instruction is aligned to the Florida standards. We follow the districts pacing guide with fidelity. These pacing guides have been developed by district/school staff to bridge the gap between Florida Standards and current curriculum.

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.

As a school we use data as the basis for instructional planning and decision making. Over the course of the year students take multiple assessments at both the school and district level in addition to state mandated assessments. Following an assessment, student scores are reviewed by the leadership team as well as grade level teams and departments, and by individual classroom teachers.
Middle school students receiving a Level 1 on the statewide assessment test in reading are placed in a Drop Out Prevention (DOP) reading course that addresses reading deficits. Students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level.
Teachers utilize assessment data to plan for differentiated instruction.
ELA data is utilized to determine lowest quartile students and their specific areas of need. In grades K, 1, and 2 a teacher is providing additional (In addition to the classroom teacher) small group

reading instruction for these students. In grades 5 and 6 a reading endorsed teacher is working with lowest quartile students providing small group differentiated instruction to improve ELA achievement and close the achievement gap.

The PSAT will be administered to all 8th graders to identify more students for advanced placement courses in high school.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

The school offers After School Tutoring for identified students in grade 3. Sessions are offered to these students prior to the FSA assessment. Tutoring is free and is offered twice a week for 1.5 hours per session. Students are identified through AIMS assessments and teacher recommendation.

Strategy Rationale

Students are identified as not meeting benchmark standards and behind their peer group. Providing small group and skill specific direct teacher instruction will increase the possibility for success on the Florida State Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
BISHOP, EMERY, bishopbe@gm.sbac.edu

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

AIMS and informal classroom assessments that are collected periodically throughout the school year are used to progress monitor the identified students.

Strategy: Extended School Day
Minutes added to school year: 45,000

High School Spanish Course for HS credit

Strategy Rationale

Expand upper level and elective course offerings

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
BISHOP, EMERY, bishopbe@gm.sbac.edu

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

student performance grades; credit earned

Strategy: After School Program
Minutes added to school year: 1,500

Robotics Club

Strategy Rationale

Exposure to STEM related activities

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
BISHOP, EMERY, bishopbe@gm.sbac.edu

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

attendance rate; participation numbers

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.

Preschool students and parents participate in a Kindergarten Orientation during the Spring. Parents begin the registration process while students meet teachers, staff and peers during this orientation. Headstart and VPK information is shared with school administration regarding updates to programs and initiatives. High Springs is a K - 8 school. Transitions to middle school are addressed with fifth

graders at the conclusion of each school year. Eighth grade students have opportunities to visit high school magnet program open houses in the spring. Eighth graders are also met with by high school guidance counselors to talk about programs,diploma options, course offering and student life.

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.

8th grade students are exposed to various opportunities to learn and experience high school programs and courses. All 8th graders participate in a Career Planning course. All 8th graders are involved in a high school registration process that looks at student interest and academic strengths. Identified 8th grade students participate in high school magnet program nights. Students learn of the various options and areas of concentration for specific magnet programs. College visitations are set up for identified first time college participants that showcase the various college degree programs.

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

Agriscience course offerings equate to four semester courses per year. Courses offered to all middle school students. Upon completion of each course, students take end of course exam providing the opportunity to be qualified for industrial certification.

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

Robotics Club supports technical education.
Agriculture (FFA) Club supports potential for industrial certification.

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, § 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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase math proficiency as assessed by the Florida Standards Assessment.

G2.   Increase ELA proficiency as assessed by Florida Standards Assessment.

Strategic Goals Detail

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

G1. Increase math proficiency as assessed by the Florida Standards Assessment. 1a

🔑 G100678

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	74.0
Math Lowest 25% Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to focus on key standards that students must master to be successful math students

Resources Available to Help Reduce or Eliminate the Barriers 2

- District level math personnel

- Math professional development opportunities

- Additional instructional materials

Plan to Monitor Progress Toward G1. 8

Quarterly collection of math data with grade level data chats to determine student math progress.

Person Responsible
EMERY BISHOP

Schedule
Quarterly, from 10/19/2018 to 5/31/2019

Evidence of Completion
Meeting Minutes and Agendas; Professional Development attendance and products

G2. Increase ELA proficiency as assessed by Florida Standards Assessment. `1a`

`🔑 G100679`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal `3`

- Some students currently significantly below grade level

Resources Available to Help Reduce or Eliminate the Barriers `2`

- CPalms

- iStation Reading

- Instructional Personnel

- District-developed pacing guides

- District-created progress monitoring assessments

Plan to Monitor Progress Toward G2. `8`

Data will be collected from a variety of sources (e.g. District Data Dashboard and school level progress monitoring assessments). Data is used to guide decision making concerning instruction, placement, and need for additional intervention.

Person Responsible

Jenni Roberson

Schedule

Biweekly, from 10/15/2018 to 5/24/2019

Evidence of Completion

Data has been collected and is available.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase math proficiency as assessed by the Florida Standards Assessment. `1`

🔑 G100678

G1.B2 Lack of time to focus on key standards that students must master to be successful math students `2`

🔑 B271624

G1.B2.S1 Continue implementation of the Task-Evidence-Questioning model. Math teachers will select key math standards for primary focus each nine week period. Math teachers will select questions from their district adopted textbook and make the proper modifications that support the TQE model. Math teachers will use probing questions and facilitate the learning process instead of leading or "front-loading" instruction. This model/process will combine numerous math standards within a given task. `4`

🔑 S287524

Strategy Rationale

Reducing the vast number of standards to be covered each nine week period by selecting key standards along with combining numerous standards when presenting a task will allow for more in depth math instruction.

Action Step 1 `5`

Initial TQE Model book study with new to HSCS math teachers

Person Responsible

EMERY BISHOP

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Grade level teams submitted key standards for focus the first nine week period along with selected tasks.

Action Step 2 `5`

Follow up professional development session to further understand creating tasks and making the most of tasks

Person Responsible

EMERY BISHOP

Schedule

On 11/22/2018

Evidence of Completion

sign-in sheets and follow up activity

Action Step 3 `5`

Cross grade level planning to align focus standards K-8

Person Responsible

EMERY BISHOP

Schedule

On 6/3/2019

Evidence of Completion

Focus standards for each grade level submitted for the 2019-2020 school year.

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

Completion of each step in action plan

Person Responsible

EMERY BISHOP

Schedule

On 5/30/2019

Evidence of Completion

Grade level selection of standards and tasks submitted

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

Grade level math standards key focus per nine-week period

Person Responsible

EMERY BISHOP

Schedule

Quarterly, from 9/7/2018 to 5/31/2019

Evidence of Completion

Select standards will be submitted and monitored utilizing AIMS

G2. Increase ELA proficiency as assessed by Florida Standards Assessment. `1`

🔑 G100679

G2.B2 Some students currently significantly below grade level `2`

🔑 B271627

G2.B2.S1 Students are provided intervention in addition to the regular classroom instruction. `4`

🔑 S287526

Strategy Rationale

Students who lack prerequisite skills in reading need additional support through academic intervention.

Action Step 1 `5`

After school tutoring provided to struggling third grade readers

Person Responsible

EMERY BISHOP

Schedule

Weekly, from 1/14/2019 to 3/22/2019

Evidence of Completion

lesson plans; attendance

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

Select teachers for tutoring program; Order materials for tutoring program

Person Responsible

EMERY BISHOP

Schedule

On 12/21/2018

Evidence of Completion

Teachers selected; Resources available to teacher tutors.

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

Review FSA ELA scores and Stanford 10 scores for students in tutoring program.

Person Responsible

Lynn McNeill

Schedule

On 6/28/2019

Evidence of Completion

3rd grade students in tutoring program score at grade level or above on FSA or Stanford 10

G2.B2.S2 Differentiated instruction provided in regular education classrooms as well as Exceptional Student Education classrooms. 4

🔑 S287527

Strategy Rationale

Based on formal and informal assessment data, students will sometimes need additional instruction in the regular education classroom.

Action Step 1 5

Students are identified for small group differentiated instruction based on formal and informal assessment data.

Person Responsible

Lynn McNeill

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Classroom snapshots; formal observations; lesson plans

Action Step 2 5

Teachers provide small group differentiated instruction based on formal and informal assessment data.

Person Responsible

EMERY BISHOP

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

snapshots; lesson plans

Action Step 3 `5`

Teachers receive training in intervention programs being used at the school.

Person Responsible

Lynn McNeill

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Training scheduled, completed, and documented.

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

Classroom Snapshots; Formal Observations; Lesson Plans

Person Responsible

Lynn McNeill

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Students are identified, groups are formed based on skill need, instruction is provided in small group setting

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

Progress Monitoring Data

Person Responsible

EMERY BISHOP

Schedule

Quarterly, from 10/15/2018 to 5/24/2019

Evidence of Completion

Progress Monitoring Data indicates reading gains

G2.B2.S3 K-2 and grade 5 - 6 students provided with an additional teacher serving in a push-in model where students are provided additional differentiated instruction. 4

🔑 S287528

Strategy Rationale

Early intervention is essential to success in third grade. FSA ELA 2018 results indicated a high number of students who were not proficient in grades 4 and 5.

Action Step 1 5

One elementary teacher and one middle grades teacher will provide additional small group instruction in classrooms.

Person Responsible

Lynn McNeill

Schedule

Daily, from 9/26/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Review school and district level assessment data to determine student progress.

Person Responsible

EMERY BISHOP

Schedule

Quarterly, from 10/26/2018 to 5/24/2019

Evidence of Completion

AIMS reports, IStation reports, school level reading assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Review assessment data quarterly for students served in intervention groups.

Person Responsible

EMERY BISHOP

Schedule

Quarterly, from 10/26/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans, snapshots

G2.B2.S4 Elementary Exceptional Education Teacher is providing support facilitation in the regular classroom for grades 3-5. `4`

🔍 S287529

Strategy Rationale

Research indicates exceptional education students in grades 3-5 are more successful if with regular education peers for the majority of the school day.

Action Step 1 `5`

Exceptional Education students in grades 3-5 will be provided support by ESE teacher facilitating in the regular education classroom.

Person Responsible

Lynn McNeill

Schedule

Daily, from 8/15/2018 to 5/31/2019

Evidence of Completion

classroom walk-throughs, IEP meetings, team leader meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

classroom observations, support via district PLC for both ESE teacher and regular education teachers

Person Responsible

Jenni Roberson

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

completion of district Inclusion PLC

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Monitoring progress toward IEP goals, school level and district assessments

Person Responsible

Jenni Roberson

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Attend IEP meetings, review assessment data

G2.B2.S5 A K-8 plan for writing instruction will be developed and implemented. 4

🔑 S287530

Strategy Rationale

Writing utilizing text evidence improves reading comprehension.

Action Step 1 5

Writing teachers will participate in a school-based writing professional development series to improve student writing achievement.

Person Responsible

Jenni Roberson

Schedule

Monthly, from 9/26/2018 to 3/29/2019

Evidence of Completion

sign-in sheets; follow up activities; improved writing scores

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Students will write to school based-grade level prompts and be scored by grade level teams

Person Responsible

Jenni Roberson

Schedule

Semiannually, from 10/10/2018 to 3/29/2019

Evidence of Completion

Student writing will be scored by grade level teams and follow up support will be provided in professional development sessions.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 `7`

Student writing scores on school based writing assignments

Person Responsible

Jenni Roberson

Schedule

Semiannually, from 10/10/2018 to 3/29/2019

Evidence of Completion

classroom observations, lesson plans

V. Professional Development Opportunities

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

G1. Increase math proficiency as assessed by the Florida Standards Assessment.

G1.B2 Lack of time to focus on key standards that students must master to be successful math students

G1.B2.S1 Continue implementation of the Task-Evidence-Questioning model. Math teachers will select key math standards for primary focus each nine week period. Math teachers will select questions from their district adopted textbook and make the proper modifications that support the TQE model. Math teachers will use probing questions and facilitate the learning process instead of leading or "front-loading" instruction. This model/process will combine numerous math standards within a given task.

PD Opportunity 1

Initial TQE Model book study with new to HSCS math teachers

Facilitator

Team Leaders and Math Department Chairperson; Mr. Emery Bishop

Participants

New Math Teachers at HSCS

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

PD Opportunity 2

Follow up professional development session to further understand creating tasks and making the most of tasks

Facilitator

TBA

Participants

Math Teachers

Schedule

On 11/22/2018

PD Opportunity 3

Cross grade level planning to align focus standards K-8

Facilitator

Emery Bishop, Lynn McNeill, Jenni Roberson

Participants

K-8 Math Teachers

Schedule

On 6/3/2019

G2. Increase ELA proficiency as assessed by Florida Standards Assessment.

G2.B2 Some students currently significantly below grade level

G2.B2.S2 Differentiated instruction provided in regular education classrooms as well as Exceptional Student Education classrooms.

PD Opportunity 1

Teachers provide small group differentiated instruction based on formal and informal assessment data.

Facilitator

Teacher Experts; District Instructional Coach

Participants

Reading Teachers

Schedule

Weekly, from 9/3/2018 to 5/31/2019

PD Opportunity 2

Teachers receive training in intervention programs being used at the school.

Facilitator

District curriculum staff; Instructional Coach

Participants

Intervention teachers; ELA teachers

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

G2.B2.S4 Elementary Exceptional Education Teacher is providing support facilitation in the regular classroom for grades 3-5.

PD Opportunity 1

Exceptional Education students in grades 3-5 will be provided support by ESE teacher facilitating in the regular education classroom.

Facilitator

Student Services and ESE Services Department provides co-teach PD; teachers involved are participating in a PD supporting best practices for inclusion with Jared Feria

Participants

ESE teacher, regular ed teachers who are co-teaching with ESE teacher

Schedule

Daily, from 8/15/2018 to 5/31/2019

G2.B2.S5 A K-8 plan for writing instruction will be developed and implemented.

PD Opportunity 1

Writing teachers will participate in a school-based writing professional development series to improve student writing achievement.

Facilitator

Liana Glanville and Amy Shockley

Participants

Writing Teachers

Schedule

Monthly, from 9/26/2018 to 3/29/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Initial TQE Model book study with new to HSCS math teachers				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0461 - High Springs Community School	School Improvement Funds		$500.00
2	G1.B2.S1.A2	Follow up professional development session to further understand creating tasks and making the most of tasks				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0461 - High Springs Community School	Other		$6,000.00
3	G1.B2.S1.A3	Cross grade level planning to align focus standards K-8				$0.00
4	G2.B2.S1.A1	After school tutoring provided to struggling third grade readers				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0461 - High Springs Community School	School Improvement Funds		$2,500.00
5	G2.B2.S2.A1	Students are identified for small group differentiated instruction based on formal and informal assessment data.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0461 - High Springs Community School	School Improvement Funds		$1,000.00
6	G2.B2.S2.A2	Teachers provide small group differentiated instruction based on formal and informal assessment data.				$0.00
7	G2.B2.S2.A3	Teachers receive training in intervention programs being used at the school.				$0.00
8	G2.B2.S3.A1	One elementary teacher and one middle grades teacher will provide additional small group instruction in classrooms.				$0.00
9	G2.B2.S4.A1	Exceptional Education students in grades 3-5 will be provided support by ESE teacher facilitating in the regular education classroom.				$0.00
10	G2.B2.S5.A1	Writing teachers will participate in a school-based writing professional development series to improve student writing achievement.				$0.00
					Total:	$10,000.00

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.B2.S1.A2 A390038	Follow up professional development session to further understand creating tasks and making the most...	BISHOP, EMERY	11/22/2018	sign-in sheets and follow up activity	11/22/2018 one-time
G2.B2.S1.MA1 M426239	Select teachers for tutoring program; Order materials for tutoring program	BISHOP, EMERY	11/23/2018	Teachers selected; Resources available to teacher tutors.	12/21/2018 one-time
G2.B2.S1.A1 A390040	After school tutoring provided to struggling third grade readers	BISHOP, EMERY	1/14/2019	lesson plans; attendance	3/22/2019 weekly
G2.B2.S5.MA1 M426246	Student writing scores on school based writing assignments	Roberson, Jenni	10/10/2018	classroom observations, lesson plans	3/29/2019 semiannually
G2.B2.S5.MA1 M426247	Students will write to school based-grade level prompts and be scored by grade level teams	Roberson, Jenni	10/10/2018	Student writing will be scored by grade level teams and follow up support will be provided in professional development sessions.	3/29/2019 semiannually
G2.B2.S5.A1 A390046	Writing teachers will participate in a school-based writing professional development series to...	Roberson, Jenni	9/26/2018	sign-in sheets; follow up activities; improved writing scores	3/29/2019 monthly
G2.MA1 M426248	Data will be collected from a variety of sources (e.g. District Data Dashboard and school level...	Roberson, Jenni	10/15/2018	Data has been collected and is available.	5/24/2019 biweekly
G2.B2.S2.MA1 M426240	Progress Monitoring Data	BISHOP, EMERY	10/15/2018	Progress Monitoring Data indicates reading gains	5/24/2019 quarterly
G2.B2.S2.A1 A390041	Students are identified for small group differentiated instruction based on formal and informal...	McNeill, Lynn	9/3/2018	Classroom snapshots; formal observations; lesson plans	5/24/2019 monthly
G2.B2.S3.MA1 M426243	Review school and district level assessment data to determine student progress.	BISHOP, EMERY	10/26/2018	AIMS reports, IStation reports, school level reading assessments	5/24/2019 quarterly
G1.B2.S1.MA1 M426236	Completion of each step in action plan	BISHOP, EMERY	8/6/2018	Grade level selection of standards and tasks submitted	5/30/2019 one-time
G1.MA1 M426237	Quarterly collection of math data with grade level data chats to determine student math progress.	BISHOP, EMERY	10/19/2018	Meeting Minutes and Agendas; Professional Development attendance and products	5/31/2019 quarterly
G1.B2.S1.MA1 M426235	Grade level math standards key focus per nine-week period	BISHOP, EMERY	9/7/2018	Select standards will be submitted and monitored utilizing AIMS	5/31/2019 quarterly
G1.B2.S1.A1 A390037	Initial TQE Model book study with new to HSCS math teachers	BISHOP, EMERY	10/15/2018	Grade level teams submitted key standards for focus the first nine week period along with selected tasks.	5/31/2019 quarterly
G2.B2.S2.MA1 M426241	Classroom Snapshots; Formal Observations; Lesson Plans	McNeill, Lynn	9/3/2018	Students are identified, groups are formed based on skill need, instruction is provided in small group setting	5/31/2019 weekly
G2.B2.S2.A2 A390042	Teachers provide small group differentiated instruction based on formal and informal assessment...	BISHOP, EMERY	9/3/2018	snapshots; lesson plans	5/31/2019 weekly
G2.B2.S2.A3 A390043	Teachers receive training in intervention programs being used at the school.	McNeill, Lynn	10/15/2018	Training scheduled, completed, and documented.	5/31/2019 quarterly
G2.B2.S3.MA1 M426242	Review assessment data quarterly for students served in intervention groups.	BISHOP, EMERY	10/26/2018	Teacher lesson plans, snapshots	5/31/2019 quarterly
G2.B2.S3.A1 A390044	One elementary teacher and one middle grades teacher will provide additional small group...	McNeill, Lynn	9/26/2018		5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.MA1 M426244	Monitoring progress toward IEP goals, school level and district assessments	Roberson, Jenni	9/3/2018	Attend IEP meetings, review assessment data	5/31/2019 quarterly
G2.B2.S4.MA1 M426245	classroom observations, support via district PLC for both ESE teacher and regular education teachers	Roberson, Jenni	9/3/2018	completion of district Inclusion PLC	5/31/2019 monthly
G2.B2.S4.A1 A390045	Exceptional Education students in grades 3-5 will be provided support by ESE teacher facilitating...	McNeill, Lynn	8/15/2018	classroom walk-throughs, IEP meetings, team leader meetings	5/31/2019 daily
G1.B2.S1.A3 A390039	Cross grade level planning to align focus standards K-8	BISHOP, EMERY	6/3/2019	Focus standards for each grade level submitted for the 2019-2020 school year.	6/3/2019 one-time
G2.B2.S1.MA1 M426238	Review FSA ELA scores and Stanford 10 scores for students in tutoring program.	McNeill, Lynn	6/3/2019	3rd grade students in tutoring program score at grade level or above on FSA or Stanford 10	6/28/2019 one-time