Frostproof Ben Hill Griffin, Jr Elementary School

2018-19 Schoolwide Improvement Plan

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Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

http://schools.polk-fl.net/bhgjrbulldogs

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 PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Ben Hill Griffin, Jr. Elementary is to promote learning for all students resulting in responsible, contributing members of society.

Provide the school's vision statement.

The Ben Hill Griffin, Jr. Elementary School Vision is an ideal description of our school when all elements are in place to achieve quality and equity in achievement among all students. The vision is based on expertise and knowledge of the staff, coupled with research and best practices in education. The vision is organized around six categories, beginning with Student Achievement and culminating with School Improvement.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
McGill, Patti	Principal
Johnson, Alice	Instructional Technology
Loveless, Lori	Other
Anderson, Laurncille	School Counselor
Scott, Joy	Assistant Principal

Duties

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

-- Patti McGill, Principal, is responsible for the organization of the Tier II Intervention and Enrichment schedule, allotment of materials needed for intervention or enrichment, allotment of time in the daily schedule for teachers to implement Core instruction and Tier II/Tier III interventions and monitoring the fidelity of the intervention and enrichment groups. Ms. McGill is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.
-- Joy Scott, Assistant Principal, provides assistance to Ms. McGill for all of the previously mentioned activities. Assistant Principal is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.
-- Alice Johnson, network manager, provides the Leadership Team assistance with data management and technological needs, facilitates and problem solves computer-based interventions and programs on campus and provides technical assistance to teachers for Core Instruction. Ms. Johnson is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.
-- Lori Loveless, Reading Coach, assists in providing relevant professional development, standards aligned

resources, provides reading materials for Tier II and Tier III interventions, and facilitates access to supplemental reading material to our teachers.

-- Sandra Sackett, Math/Science/ Behavior Interventionist Coach, assists in providing relevant professional development, standards aligned resources, provides math/science materials for Tier II and Tier III interventions, and facilitates access to supplemental materials to our teachers. Mrs. Sackett is a standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

-- Laurncille Anderson, Guidance Counselor, assists the Leadership Team with data analysis and problem solving student needs, organizes methods for tracking the progress monitoring data of students in Tier II and Tier III interventions, organizes methods for tracking the fidelity of Tier II and Tier III interventions, and acts as a liaison with the Problem Solving Team which facilitates Tier III interventions for students. Mrs. Anderson is the chairman and standing member of the school's Positive Behavior Support Team which facilitates data management regarding behavior and attendance and organizes behavioral incentives to increase student engagement.

Early Warning Systems

Year 2017-18

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	0	0	48	30	20	0	0	0	0	0	0	0	98
One or more suspensions	0	0	0	13	15	7	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	0	0	46	14	20	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	44	51	64	0	0	0	0	0	0	0	159

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	28	22	25	0	0	0	0	0	0	0	75

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	12	0	0	0	0	0	0	0	0	0	12

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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	0	0	19	19	19	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	7	5	21	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	47	50	48	0	0	0	0	0	0	0	145

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	3	1	4	0	0	0	0	0	0	0	8

Year 2016-17 - Updated

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	0	0	19	19	19	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	7	5	21	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	47	50	48	0	0	0	0	0	0	0	145

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	3	1	4	0	0	0	0	0	0	0	8

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Mathematics Learning Gains. No.

Which data component showed the greatest decline from prior year?

Mathematics Learning Gains.

Which data component had the biggest gap when compared to the state average?

Mathematics Learning Gains 23% deficit

Which data component showed the most improvement? Is this a trend?

ELA Lowest 25% Learning Gains

Describe the actions or changes that led to the improvement in this area.

Specific reading tutoring with our 3rd grade retainees daily.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	50%	56%	42%	48%	52%
ELA Learning Gains	42%	51%	55%	48%	49%	52%
ELA Lowest 25th Percentile	47%	45%	48%	44%	42%	46%
Math Achievement	48%	58%	62%	46%	54%	58%
Math Learning Gains	36%	56%	59%	49%	52%	58%
Math Lowest 25th Percentile	39%	44%	47%	51%	41%	46%
Science Achievement	44%	53%	55%	40%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	48 (19)	30 (19)	20 (19)	98 (57)
One or more suspensions	0 (0)	0 (0)	0 (0)	13 (7)	15 (5)	7 (21)	35 (33)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	46 (0)	14 (0)	20 (1)	80 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (47)	51 (50)	64 (48)	159 (145)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	51%	-8%	57%	-14%
	2017	49%	53%	-4%	58%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	37%	48%	-11%	56%	-19%
	2017	40%	51%	-11%	56%	-16%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				
05	2018	41%	50%	-9%	55%	-14%
	2017	44%	44%	0%	53%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	56%	-9%	62%	-15%
	2017	53%	58%	-5%	62%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	47%	57%	-10%	62%	-15%
	2017	59%	60%	-1%	64%	-5%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				
05	2018	48%	56%	-8%	61%	-13%
	2017	38%	47%	-9%	57%	-19%
Same Grade Comparison		10%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	51%	-7%	55%	-11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	36	57	31	48	52	26				
ELL	31	35	46	49	37	38	28				
BLK	27	32		33	32						
HSP	42	46	44	49	34	33	44				
WHT	42	40	63	50	40	48	51				
FRL	40	43	47	48	37	41	45				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	36	39	25	33	26	22				
ELL	28	34	38	45	55	62	20				

	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	30	31		41	50						
HSP	39	45	40	51	56	56	40				
WHT	53	55	50	55	46	37	63				
FRL	40	46	45	47	49	50	45				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Provide a school-wide structure and support for PBIS, CHAMPS and MTSS.
Rationale	Teachers need a school-wide structured support system to motivate and promote student achievement. EWS data indicates that the number of students having a critical attendance rate has increased. Discipline referrals have increase from 157 in 2016-2017 to 354 in 2017-2018.
Intended Outcome	increase the number of students who have more than a 90% attendance rate. Decrease the number of school and bus referrals by 50%.
Point Person	Joy Scott (joy.scott@polk-fl.net)
Action Step	
Description	*During pre-planning teachers are provided in-service on the CHAMPS school-wide management system. Follow-up in-service will be provided as needed. *Meet monthly with the PBIS committee to analyze Performance Matters data, plan interventions, and schedule events to celebrate success *Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students. *Share classroom expectations and correct use of the referral system. *Work with bus drivers to increase positive student behavior through Super Riders Bus Program. *Use ongoing monitoring and short-term incentives to encourage student attendance. *Implement Sanford Harmony Social Skills Program throughout all classrooms.
Person Responsible	Joy Scott (joy.scott@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Professional Development Calendar; Meeting Sign-In sheets walk through, data analysis PBIS Meetings with staff to analyze data
Person Responsible	Joy Scott (joy.scott@polk-fl.net)

Activity #2	
Title	Continue to provide interactive professional development to teachers to develop a thorough understanding of the Florida Standards and how to apply them to their classroom instruction.
Rationale	FSA Math data indicates student learning gains decreased 16% and the lowest 25% decreased 9% which is below the district average. FSA overall data decreased from 2016-2017 in each school grade component with the exception of ELA lowest 25%.
Intended Outcome	Students will demonstrate learning gains in each school grade component. Students on and above level curriculum will continue to show mastery as demonstrated on FSA.
Point Person	Patti McGill (patti.mcgill@polk-fl.net)

Action Step	
Description	*Plan multi-disciplinary professional development for the 2018-2019 school year *Implement Marzano's Instructional Framework for the 2018-2019 school year *Teachers will break apart and unpack the standards, working in collaborative planning sessions to improve classroom instruction. *Teachers will reflect on the effectiveness of previous lessons, review student performance data, discuss components of pre-planning tool, share best practices and share resources to increase rigor of tasks for upcoming lessons. *The Reading and Math/Science Coaches will offer professional development, provide standards-aligned resources, and model lessons for teachers. *Teachers will monitor for evidence of student learning. Purchase of Tech supplies for Parent and Family Night Engagement Supplies for Parent Night Transportation for 5th grade field trip TBD Field Trip registration and transportation to 4th grade field trip to St. Augustine
Person Responsible	Patti McGill (patti.mcgill@polk-fl.net)

Plan to Monitor Effectiveness	
Description	*Teacher and Staff participation in PLC *Classroom Walkthroughs *Formative and Summative Assessments *Weekly collaborative planning sessions *Leadership Team will monitor and provide constructive feedback. *Student performance on assessments will be monitored to measure growth in all subject areas. *Data Chats with teachers and students *Consistent evaluation of lesson plans Ready Florida Reading and math supplemental materials Tech supplies for instructional use
Person Responsible	Patti McGill (patti.mcgill@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See School Parent Involvement Plan will be submitted online to the LEA September, 2018.

PFEP Link

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

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.

Our school offers a student mentoring program through the Leadership Team as well as community volunteers. Our partnership with the Webber University Basketball Team helps us to provide students with college-aged role models to assist with behavioral issues. Groups like Teen Trendsetters and the Methodist Mentors greatly contribute to the success of our vastly growing mentor program, with numerous mentors meeting with students on a weekly basis. Also, guidance classes are offered to students on a class and individual level as needed. The Stanford Harmony Social Skills Program will be implemented.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We host a Shadow Day for our feeder school students to tour the school campus and visit teacher classrooms. Our fifth grade students attend an orientation to facilitate the sixth grade transition at the middle school.

Teachers engage in vertical articulation throughout the school year to discuss best practices and standards-aligned instruction.

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 Leadership / Grade Level Teams review the previous year's data to determine the effectiveness of core instruction and the students in need of intervention. Those functioning in reading below grade level are systematically assigned to Tier II reading interventions based upon the data available and teacher input.

-- The Leadership Team reviews reading progress monitoring data on all students to determine the effectiveness of the intervention or enrichment group.

-- The Leadership reviews the data available and determines the lowest 25% of students in need of intervention. Support materials are provided to the teachers and student progress is monitored on at least a quarterly basis by the Leadership Team.

-- Title I, Part A, funds school-wide services to Ben Hill Griffin, Jr. Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs.

-- Title I, Part C- Migrant
Migrant students enrolled in Ben Hill Griffin, Jr. Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). One migrant paraprofessional provides academic support to identified migrant students.

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

-- Violence Prevention Programs
Ben Hill Griffin, Jr. Elementary School provides violence and drug prevention programs in order to promote a safe school environment.

-- Nutrition Programs
This school is a Community Eligibility Option (CEO) school. All students receive free breakfast and lunch.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

This section is required for schools with grades 9, 10, 11 or 12.
N/A

Part V: Budget

Total:	**$0.00**