Frostproof Ben Hill Griffin, Jr Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

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

Demographics

Principal: Tina Chapman   Start Date for this Principal: 7/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (39%) 2017-18: C (42%) 2016-17: C (48%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2019-20 Title I School**	**2019-20 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	64%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

This plan is pending approval by the Polk County School Board.

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 the knowledge and expertise of the staff, coupled with research and best practices in education to increase student achievement for all.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Meyers, Dart	Principal	All operations of an elementary school that includes operations of plant, faciliites, budgeting/fincance, payroll, instructional/curriculum, evaluations, and Title I.
Loveless, Lori	Instructional Coach	Literacy Coach- presents latest data relating to literacy and the specific needs/celebrations in each classroom
Anderson, Laurncille	School Counselor	MTSS- gives current status of MTSS within each grade level and updates with screenings. Also, gives a report on our positive behavior initiatives.
Scott, Joy	Assistant Principal	Discipline and Scheduling- Provides updates on our behavior referrals and suggests teachers who may need extra help with classroom management.
Johnson, Alice	Instructional Technology	Updates the team on technology after meetings with the district. Types our official notes from the meetings.
Sloan, Cynthia	Teacher, K-12	5th grade teacher of ELA and Social Studies
Welch, Jennifer	Teacher, K-12	4th grade teacher of all subjects
Brunson-Wells, Myrtis	Teacher, K-12	3rd grade teacher of all subjects
Jackson, Jane	Other	LEA facilitator overseeing IEP meetings, reviews, and revaluations. Supports ESE teachers.
Chapman, Tina	Assistant Principal	All duties and responibilities of an elementary school - operations, facilities, instruction, discipline, safety, schedules, paras

Demographic Information

Principal start date
Friday 7/1/2005, Tina Chapman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
33

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (39%) 2017-18: C (42%) 2016-17: C (48%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	154	137	147	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	0	0	23	17	35	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	5	11	21	0	0	0	0	0	0	0	37
Course failure in ELA	0	0	0	4	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	14	19	40	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide Math assessment	0	0	0	10	31	48	0	0	0	0	0	0	0	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	4	13	0	0	0	0	0	0	0	21

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	3	1	3	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Thursday 6/4/2020

Prior Year - 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	
Number of students enrolled	0	0	0	160	135	141	0	0	0	0	0	0	0	436
Attendance below 90 percent	0	0	0	22	13	31	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	6	11	14	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	6	8	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	18	37	63	0	0	0	0	0	0	0	118

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	7	14	0	0	0	0	0	0	0	23

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	25	32	40	0	0	0	0	0	0	0	97
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Prior Year - 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	
Number of students enrolled	0	0	0	160	135	141	0	0	0	0	0	0	0	436
Attendance below 90 percent	0	0	0	22	13	31	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	6	11	14	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	6	8	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	18	37	63	0	0	0	0	0	0	0	118

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	7	14	0	0	0	0	0	0	0	23

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	25	32	40	0	0	0	0	0	0	0	97
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	51%	57%	45%	51%	55%
ELA Learning Gains	46%	51%	58%	49%	53%	57%
ELA Lowest 25th Percentile	48%	49%	53%	44%	50%	52%
Math Achievement	39%	57%	63%	51%	58%	61%
Math Learning Gains	34%	56%	62%	52%	57%	61%
Math Lowest 25th Percentile	31%	47%	51%	48%	49%	51%
Science Achievement	31%	47%	53%	50%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	49%	52%	-3%	58%	-9%
	2018	43%	51%	-8%	57%	-14%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	31%	48%	-17%	58%	-27%
	2018	37%	48%	-11%	56%	-19%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				
05	2019	43%	47%	-4%	56%	-13%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	62%	-16%
	2018	47%	56%	-9%	62%	-15%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	35%	56%	-21%	64%	-29%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison		-12%				
Cohort Comparison		-12%				
05	2019	28%	51%	-23%	60%	-32%
	2018	48%	56%	-8%	61%	-13%
Same Grade Comparison		-20%				
Cohort Comparison		-19%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	45%	-13%	53%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison	-12%					
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	34	36	24	33	33	5				
ELL	32	37	60	35	33	24	12				
BLK	28	41		33	33						
HSP	36	38	52	37	33	24	27				
WHT	54	54	43	41	35	36	36				
FRL	39	42	48	37	33	25	30				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Learning Gains
o Inconsistent implementation of differentiated instruction
o Lack of rigorous task for on and above grade level students

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Learning Gains
ELA STAR Projected decrease from 46% to 45% FSA overall learning gains
o Staff vacancies and attendance
o Lack of highly qualified, experienced teachers in tested grade levels
o Lack of consistency in classroom management expectations and academic instruction
o Inconsistent implementation of differentiated instruction
o Lack of rigorous task for on and above grade level students

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth grade math learning gains
Our data supports that every grade level proficiency and learning gains have declined as problems become more complex. Students do not know their basic facts well enough with automaticity and number sense to be able to apply and solve complex real world problems.

Which data component showed the most improvement? What new actions did your school take in this area?

Lowest 25% in both Math and ELA
Reconstructed collaborative planning and instructional framework with a focus on target to task alignment. District Coach support was provided weekly.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance and Discipline

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Differentiated instruction in Math and ELA
2. Conditions for Learning/ School-Wide Discipline
3. Increase support for ELL and SWD students
4. Initiatives to recruit and retain high quality teachers
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

| **#1. Culture & Environment specifically relating to Early Warning Systems** |

Area of Focus Description and Rationale:	Provide a school-wide structure and support for PBiS, CHAMPS, Sanford Harmony, and MTSS. Teachers will continue to implement the school-wide structured support system to motivate and promote student achievement with improved conditions for learning. EWS data indicates that the number of students having a critical attendance rate has decreased due to our efforts, but we want to continue the positive momentum by revisiting attendance and behavior at our PBIS meetings.
Measurable Outcome:	Decrease the number of school and bus referrals by 5%. Decrease the number of students with attendance below 90 percent by 2%. Decrease the number of days missed due to OSS by 5% Decrease teacher absences by 5%.
Person responsible for monitoring outcome:	Joy Scott (joy.scott@polk-fl.net)
Evidence-based Strategy:	CHAMPS-structure of the classroom PBiS strategies (tier 1, 2, and 3), Check in/Check out strategy MTSS focused on students in tier 2 and 3 Sanford Harmony-social emotional learning
Rationale for Evidence-based Strategy:	PBIS and CHAMPS are evidence based programs that were designed to reduce classroom disruptions and office referrals; improve classroom climate; increase student on-task behavior; and establish respectful and civil interactions. The MTSS framework provides targeted support and interventions to students struggling with behavioral as well as academic issues. Sanford Harmony provides social emotional learning daily within the classroom to promote a positive environment, collaborative learning and improves student performance. Check-In / Check-Out is a Tier intervention through PBIS for students with repeated behavioral issues.

Action Steps to Implement

Parent and Family engagement supplies, materials, and resources to communicate with parents and families regarding events/activities, PBiS, CHAMPS, Sanford Harmony, and school data through student agendas, flyers, newsletters, and social media. This also includes communicating with parents who have their child enrolled in Campus eLearning. A printer to be utilized for Title I contact.

Person Responsible	Lori Loveless (lori.loveless@polk-fl.net)

Teachers, staff, and bus drivers will be provided additional training on the use of CHAMPS and PBiS strategies. PBiS team will meet monthly and regulary share student data.

Person Responsible	Joy Scott (joy.scott@polk-fl.net)

Schedule monthly MTSS meetings with teachers either one on one or during PLCs.
Sanford Harmony Social Skills Program throughout all classrooms to include small group sessions with school counselor and classroom guidance lessons.

Person Responsible	Laurncille Anderson (laurncille.anderson@polk-fl.net)

Employ a Behavior Interventionist to provide addtional support and interventions with students.
Parent Involvement/Classroom Para with Title One funds to help with provide additional support for students and to conduct parent involvement tasks.

| **Person Responsible** | Dart Meyers (dart.meyers@polk-fl.net) |

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	ELA: Based on the December STAR results, percent of students proficient improved from 43 percent (FSA 2019) to 48 percent (December STAR). Learning Gains of the lowest 25% improved form 48 percent (FSA 2019) to 63 percent (December STAR). Overall Learning Gains decreased from 46% (FSA 2019) to 45% (December STAR). Based on the December STAR data projected proficiency was the lowest in 5th grade with 36%. The learning gains of fourth grade was the next lowest with 38% proficient. Math: FSA Math data indicates student math achievement decreased 9% from 48% (2018) to 39% (2019). FSA Math data indicates student learning gains decreased 2% from 36% (2018) to 34% (2019). FSA Math data indicates student lowest 25th percentile decreased 8% from 39% (2018) to 31% (2019). The ELL subgroup indicated the lowest increase in math proficiency 8% when compared to other subgroups. STAR math scores for 2019-2020, indicated a 21% projected increase in 3rd grade proficiency as compared to FSA 2018-2019 while 4th and 5th grades indicated 2% and 9% projected increases, respectively. Science: Science data: NGSSS Science data indicates student science achievement decreased 13% from 44%(2018) to 31%(2019). Data from the last NGSSS administration indicates that the students who scored 80% in each science content area had proficiency levels at 10% for Earth Science, 19% for Physical Science, 31% for Nature Science and 38% for Life Science. 2019-2020 4th grade data prediction was based on quarterly assessments: quarter 1 assessment - 39% were proficient, on the quarter 2 assessment - 28% were proficient. 2018-2019 NGSSS had 31% proficient. Our predicted proficiency for 2019-2020 was 40% based on the quarterly assessment. Every Student Succeeds Act (ESSA): The following subgroups were below the minimum 41% criteria. Black-34%, Hispanic-39%, ELL-37%, SWD-32%, and ED-39%.
Measurable Outcome:	*Students will increase ELA achievement by 5% in each area of school grade components. Students on and above level curriculum will continue to show mastery as demonstrated on FSA/FSAA. *Students will increase math achievement by 5% in each area of school grade components. Students on and above grade level curriculum will continue to show mastery as demonstrated on FSA. *Students will increase science achievement by 10%. *All ESSA subgroups will meet the minimum criteria of 41% or higher.
Person responsible for monitoring outcome:	Joy Scott (joy.scott@polk-fl.net)
Evidence-based Strategy:	Reading Wonders Interventions – differentiation content Marzano's Instructional Framework – differentiation of tasks. Provide Learning Targets and Success Criteria.

SRA support – differentiation of content and delivery to address the needs of SWD
Accelerated Reader, STAR, Istation

We will continue to implement bby Publications for math instruction.

5E instruction in math and science

Due to the break in traditional learning for our students and the cancellation of 2020 FSA testing, there is a need for quickly assessing students on foundational literacy, math, and science skills for the upcoming school year with a focus on ESSA subgroups below 41% that includes Black, Hispanic, ELL, SWD, and ED subgroups.

Rationale for Evidence-based Strategy:

Identify model classrooms and provide time for other teachers need support to visit these classrooms.

Bby materials used in the 2019-2020 school year are credited helping increase student proficiency evidenced by STAR Math. The engaging activities in bby publications provide beneficial hands-on tasks for students. Professional development for all teachers will create a continuum of a common math language to ensure student success.

5E Instruction engages student background knowledge, examines misconceptions and tracks student learning through frequent informal assessments. Hands-on activities allow for differentiation of content, process and product meeting the needs of all learners.

Action Steps to Implement

Continue to utilize Marzano's Instructional Framework during collaborative planning/PLCs with teachers focused on analyzing student tasks, reviewing lesson plans, share best practices,analyze student work related to the standards and DOK, and review student data. A virtual participation will be provided for Campus eLearning teachers.
Provide additional curriculum planning opportunities for teachers that will include after school hours to plan for upcoming lessons and summer curriculum planning to prepare for the following school year.

Person Responsible Joy Scott (joy.scott@polk-fl.net)

Employ a Literacy Coach and a Math Coach to offer professional development, provide standards-aligned resources, and model lessons for teachers focused on reading, writing and content foundational skills. Employ two instructional classroom paras to provide additional support and interventions for students.

Person Responsible Dart Meyers (dart.meyers@polk-fl.net)

Provide substitutes for teachers to be able to go and observe model classrooms and obtain additional coaching support.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

Purchase additional media center books and classroom libraries to reflect increasing text complexity, nonfiction text, and scientific literacy.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

Provide ELA intervention materials for small group instruction targeting foundational reading skills for students in the following ESSA subgroups (Black, Hispanic, ELL, SWD, and ED).
Provide ELA, math and science intervention materials, manipulatives, and other content resources (ie. Social Studies weeklys and Scholastic News, and other approved resources) to enhance classroom instruction and to help address the full intent of the standards.

Provide classroom supplies needed by teachers and students to address the full intent of the Florida standards, tasks, assessments, and DOK levels.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

Provide extended learning opportunities for students who need additional support and time beyond the school day to master their grade level standards and close the achievement gaps.

Person Responsible Joy Scott (joy.scott@polk-fl.net)

Provide additional ipads to increase the one to one device for students, ipad carts, ipad cases, student headsets, Apple TVs, and technology supplies for teachers and students to utilize in enhancing the instruction of the Florida Standards and addressing student achievement gaps.

Person Responsible Alice Johnson (alice.johnson@polk-fl.net)

Schoology will be utilized as the platform for teachers to provide instruction, resources, interventions, and other curriculum materials to address the full intent of the standards for students participating in Campus eLearning. Schoology will also be used as a support piece for Campus Learning students.

Person Responsible Joy Scott (joy.scott@polk-fl.net)

Utilize district coaches in ELA, Math, and Science to support our SIP initiatives.

Person Responsible Joy Scott (joy.scott@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We are going to continue to participate in district job fairs, word of mouth, and partnerships with the local universities in connecting with practicum and intern students to recruit teachers for vacant positions. Additionally, we are going to provide various team building activities and incentives to create a positive school culture to retain teachers and staff.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school completes a Parent and Family Engagement Plan (PFEP), which is available at the school site and is attached to the online school improvement plan. This plan includes how we will be providing various parent nights and activities. For the first semester, the parent events will be provided virtually. Some will be live events and recoreded events. They will also be available at various times. Please see the attached plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will be utilizing PBiS strategies, CHAMPS, and other positive reinforcements with students and staff. One of our goals this year is to earn PBiS Gold status. For staff, we are using "gold tickets" where any staff member can fill one out, give it to the person they want to recognize, and then that person places it in a container in the main office. Periodically, we will draw names for staff prizes. Also, we will place the "gold tickets" on a staff bulletin board. We will also recognize staff monthly for perfect and exemplar attendance. For students, this is a project we are working as Joy Scott is leading the PBiS team this school year to ensure we have tier 1, 2, and 3 strategies in place. We are working on some tier 1 strategies to recognize students throughout the school day in using something like "Super Good tickets". Students would earn these tickets for following the school wide expectations, put their name on them, then turn them into a container in the classroom, and periodically have teachers pull the "Super Good tickets" for them to earn prizes. We will continue to recognize Top Dog students quarterly. We will utilize check in and check out procedures as well as behavior intervention plans to reach our tier 2 and 3 students. Students will be able to earn rewards for attendance, grades, and academic achievement. Students participating in Campus eLearning will also be eligible to earn prizes. Students will be surveyed for possible reward/prizes that they would like to earn.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				$69,997.20
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	1.0	$51,500.00
		Notes: Salary- 1 Behavior Interventionist				
	5100	210-Retirement	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	0.0	$5,150.00
		Notes: Retirement				
	5100	220-Social Security	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$3,939.75
		Notes: Social Security				
	5100	231-Health and Hospitalization	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	0.0	$9,288.00
		Notes: Health Insurance				

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	232-Life Insurance	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	0.0	$21.60
		Notes: Life Insurance				
	5100	240-Workers Compensation	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	0.0	$97.85
		Notes: Workers Compensation				
2	**III.A.**	**Areas of Focus: Instructional Practice: Student Engagement**				**$122,117.97**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	1.0	$15,450.00
		Notes: Salary- 1 classroom para, Aides Paraprofessionals - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation				
	5100	210-Retirement	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$1,545.00
		Notes: Retirement				
	5100	220-Social Security	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$1,181.93
		Notes: Social Security				
	5100	231-Health and Hospitalization	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$9,288.00
		Notes: Health Insurance				
	5100	232-Life Insurance	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$21.60
		Notes: Life Insurance				
	5100	240-Workers Compensation	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$29.36
		Notes: Workers Compensation				
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$4,904.94
		Notes: Classroom supplies- paper, pencils, folders				
	5100	644-Computer Hardware Non-Capitalized	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$17,640.00
		Notes: Technology- Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - $250.00 to $999.99 - 60 ipads				
	5900	120-Classroom Teachers	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,025.00
		Notes: Classroom Teachers Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring, 4 teachers,72 hours				
	5900	130-Other Certified Instructional Personnel	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$2,337.04
		Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring, 1 coach, 72 hours				

	5900	140-Substitute Teachers	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$800.00
			Notes: Substitute Teachers Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring, 1 staff, 72 hours			
	5900	210-Retirement	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$816.21
			Notes: Retirement			
	5900	220-Social Security	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$624.39
			Notes: Social Security			
	5900	240-Workers Compensation	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$15.51
			Notes: Workers Compensation			
	6300	120-Classroom Teachers	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$19,433.30
			Notes: Classroom Teachers Classroom Teachers - Stipends for classroom teachers participating in collaborative planning activities after contact hours, 14 teachers, 70 hours each			
	6300	130-Other Certified Instructional Personnel	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,000.00
			Notes: Other Certified Instructional Personnel Other Certified Instructional Staff- Stipends for Interventionists, Network Specialists, Success Coaches participating in collaborative planning activities after contact hours, 2 staff, 70 hours			
	6300	140-Substitute Teachers	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$2,000.00
			Notes: Substitute Teachers Substitutes - Stipends for Provisional Substitutes Teachers participating in collaborative planning after contact hours, 2 staff, 70 hours			
	6300	220-Social Security	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$2,022.35
			Notes: Social Security			
	6300	240-Workers Compensation	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$50.23
			Notes: Workers Compensation			
	5100	519-Technology-Related Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,000.00
			Notes: ink and toner for printing of instructional materials			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$1,617.91
			Notes: 1 iPad cart			
	5100	519-Technology-Related Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,997.00
			Notes: 60 iPad cases with keyboards			
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,250.00
			Notes: Classroom libraries for 21 classrooms			

	6200	610-Library Books	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$5,250.00
			Notes: Media Center books			
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$4,174.60
			Notes: Small group reading supplies and tactile learning manipulatives			
	5100	510-Supplies	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$4,000.00
			Notes: Math manipulatives			
	6300	210-Retirement	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$2,643.60
			Notes: Retirement			
					Total:	$198,098.75