2013-2014 SCHOOL IMPROVEMENT PLAN

Ben Hill Griffin Jr Elementary School

501 MCLEOD RD
Frostproof, FL 33843
863-635-7820
http://schools.polk-fl.net/bhgjrbulldogs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	58%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	B	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Ben Hill Griffin Jr Elementary School

Principal
Patti McGill

School Advisory Council chair
Michelle Hutto

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Patti McGill	Principal
Linda Rodriguez	Asst. Principal
Alice Johnson	Network Manager
Lori Loveless	Media Specialist
Mary Beldin	School Psychologist

District-Level Information

District
Polk

Superintendent
Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC consists of approximately 9 members, 3 parents, 2 community members, 3 school members, and the principal. The SAC Chair facilitates SAC meetings. The Principal shares information with the SAC.

Involvement of the SAC in the development of the SIP

At the beginning of the school year, the SAC reviews in detail the school improvement plan and makes suggestions for improvement. Those suggestions are incorporated into the new school improvement plan.

Activities of the SAC for the upcoming school year

The SAC meets monthly and discusses topics of: parent involvement plan, parent involvement compact, and parent involvement events for the school year, school improvement plan, school-wide data growths and trends. The principal reports on activities and members offer suggestions on how to improve those events.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Patti McGill		
Principal	Years as Administrator: 12	Years at Current School: 8

Credentials	BA- Elementary Education, University of Florida; M.Ed-Educational Leadership, University of South Florida School Principal (all levels) , Elementary Education (Grades 1-6), ESOL Endorsement,
Performance Record	Principal- Ben Hill Griffin, Jr. Elem. 2012-13 – school grade C (400 points) Writing % Scoring Satisfactory (3.5+) - 34% Reading Performance % Scoring Satisfactory - 51% Reading Learning Gains % - 58% Reading Lowest 25% Learning Gains - 58% Math % Scoring Satisfactory – 48% Math Learning Gains % - 54% Math Lowest 25% Learning Gains - 49% Science % Scoring Satisfactory – 48% Principal- Ben Hill Griffin, Jr. Elem. 2011-12 – school grade B Writing % Scoring Satisfactory (3.0+) - 80% Reading % Scoring Satisfactory - 52% (We met AMO) Math % Scoring Satisfactory – 51% (We did not meet AMO) Science % Scoring Satisfactory – 56% Subgroups not meeting AMO Reading: Hispanic – 42%, SWD – 16%, ED – 48% Math: White - 61%, Hispanic – 48%, ELL – 43%, SWD - 30%, ED - 49% Principal- Ben Hill Griffin, Jr. Elem. 2010-11 – school grade B Writing Mastery (4.0+) - 79% Reading Mastery - 68% Math Mastery – 74% Science Mastery – 48% AYP – 85% White, Hispanic, Economically Disadvantaged, and English Language Learners students did not make AYP in reading. White students did not make AYP in math. Principal- Ben Hill Griffin, Jr. Elem. 2009-10 – school grade C Writing Mastery (3.5+) – 78% Reading Mastery – 72% Math Mastery – 70% Science Mastery – 40% AYP – 79% Hispanic, Economically Disadvantaged, and ELLs did not make AYP in reading. Hispanic, Economically Disadvantaged, and ELLs did not make AYP in math. Principal- Ben Hill Griffin, Jr. Elem.

2008-09 – school grade B
Writing Mastery (3.5+) – 89%
Reading Mastery – 72%
Math Mastery – 64%
Science Mastery – 37%
AYP – 95%
ELL and Hispanic did not make AYP in math. Principal-
Ben Hill Griffin, Jr. Elem.
2007-08 – school grade C
Writing Mastery (3.5+) – 71%
Reading Mastery – 66%
Math Mastery – 64%
Science Mastery – 33%
AYP – 85%
Economically Disadvantaged, ELL and Students with Disabilities
did not make AYP in reading.
Economically Disadvantaged and Students with Disabilities did
not make AYP in math. Principal-
Ben Hill Griffin, Jr. Elem.
2006-07 – school grade A
Writing Mastery (3.5+) – 80%
Reading Mastery – 77%
Math Mastery – 70%
Science Mastery – 52%
AYP – 97%
Students with Disabilities did not make AYP in math.

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials	N/A	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers

28

 # receiving effective rating or higher
27, 96%

 # Highly Qualified Teachers
100%

 # certified in-field
28, 100%

 # ESOL endorsed
22, 79%

 # reading endorsed
4, 14%

 # with advanced degrees
6, 21%

 # National Board Certified
3, 11%

 # first-year teachers
1, 4%

 # with 1-5 years of experience
3, 11%

 # with 6-14 years of experience
13, 46%

 # with 15 or more years of experience
11, 39%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Encouraging paraprofessional to obtain a teaching degree. Leadership Team On-Going
2. Mentoring new teachers Leadership Team On-Going

3. Partnering new teachers with veteran staff. Leadership Team On-Going
4. Seek professional development to constantly keep teachers abreast of the latest developments in education. Leadership Team On-Going

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Leadership Team new teachers and teachers new to a grade level The Leadership Team is made up of experienced teachers and the administration. Meet biweekly.
Discuss and suggest highly effective research- based strategies.
Complete observations.
Model lessons.
Leadership Team struggling teachers coach for support Model lessons, provide coverage for classroom to allow teacher observation

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team reviews the previous year's FCAT, SAT-10 and other data sources to determine the effectiveness of core instruction and the students in need of intervention. Those functioning in reading below grade level (FCAT Levels 1 and 2 and SAT-10 below the 45th percentile) are systematically assigned to Tier II reading interventions based upon the data available and teacher input. All other students are assigned to reading groups designed to enhance and build upon existing reading skills. Both groups meet during the same time period each day. These services are in addition to the 90 minute reading block.
On at least a bi-monthly basis, the Leadership Team reviews reading progress monitoring data on all students to determine the effectiveness of the intervention or enrichment group. Changes in assignment to intervention or enrichment group may occur. Additional interventions may be added for students determined to be in need of more support. Support materials are provided to the teachers based upon student need.
For math, 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 bi-monthly basis by the Leadership Team. Additional Tiers of intervention may be added as determined by the data.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.
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, Media Specialist, assists in organizing and interpreting reading data for all students, facilitates access to reading materials for Tier II interventions, and facilitates access to supplemental reading material for all students. Ms. Loveless also facilitates after school tutoring for students in need.

Mary Beldin, School Psychologist, 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. Ms. Beldin 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

With the assistance of the Positive Behavior Support Team, the Leadership Team monitors attendance to ascertain which students are not accessing core, supplemental and intensive interventions due to poor attendance and excessive tardiness. The administration monitors fidelity through classroom visits. The Team also ensures fidelity through monitoring the correct administration of the progress- monitoring measures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FAIR is used to monitor the progress of students in reading. This data is stored in the PMRN. Discovery Education is used to monitor progress in mathematics and science. This data is stored on the Discovery Education website. Attendance and Office Discipline referrals are used to monitor behavior. This data is stored in Genesis. Tier II and Tier III progress monitoring includes Oral Reading Fluency rates and comprehension scores on Extended Reading Passages. This data is stored on a school-based spreadsheet on the school server.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Inservice relaying Information about MTSS at the school is provided for teachers and paraprofessionals through Professional Learning Communities on an ongoing basis. MTSS is shared with parents through our school orientation and parent meetings and the school newsletter.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,400

After school tutoring aimed at students not making desired growth, as measured by the FAIR, Discovery, and weekly benchmark assessments, will offer students an opportunity to receive additional assistance through re-teaching practices on a daily basis for 90 minutes (Monday - Thursday). Grade level teachers will conduct whole group mini-lessons, small group remediation, and one-on-one interventions, as necessary. Concepts addressed will be aligned to the benchmarks taught during the regular school day.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring for program effectiveness will be based on weekly benchmark, FAIR, and Discovery assessments. Teacher feedback will also be considered for evaluative measures.

Who is responsible for monitoring implementation of this strategy?

Administration, Leadership Team, Grade Level Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lori Loveless	Media Specialist
Martha McDonald	3rd Grade Teacher
Zina Myers	4th Grade Teacher
Farrah Ruskin	5th Grade Teacher
Judith Elam	3rd Grade Teacher
Beth Garrett	Parent
Beth Vogel	ESE Teacher
Cathy Rhoden	Para
Maria Moreno	Para

How the school-based LLT functions

Administrator actively encourages team efforts and provides planning time, feedback, and data.
Media Specialist serves as meeting facilitator.
Media Specialist monitors AR and implements incentives for student achievement.
Third Grade Teacher, grade level contact, provides data to LLT, specific to their grade level.
Fourth Grade Teacher, grade level contact, provides data to LLT, specific to their grade level.
Fifth Grade Teacher, grade level contact, provides data to LLT, specific to their grade level.
Paraprofessional provides data to LLT and serves as a liaison to the rest of the paras on the campus.
The LLT will meet monthly to discuss interventions, progress monitoring data, monthly skill focus, and utilization of AR.

Major initiatives of the LLT

Provide support to promote daily independent reading, both in school and out, to develop life-long readers.
Provide time to discuss reading instruction and concerns.
Offer suggestions to leadership team on management of iii and placement of students in appropriate iii groups.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	51%	No	60%
American Indian				
Asian				
Black/African American	33%	23%	No	39%
Hispanic	53%	47%	No	57%
White	66%	64%	No	69%
English language learners	45%	42%	No	51%
Students with disabilities	38%	12%	No	45%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	22%	27%
Students scoring at or above Achievement Level 4	93	27%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	210	58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	210	58%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	47	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	32%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	16%	21%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	48%	No	63%
American Indian				
Asian				
Black/African American	31%	37%	Yes	38%
Hispanic	60%	42%	No	64%
White	67%	61%	No	70%
English language learners	50%	39%	No	55%
Students with disabilities	38%	12%	No	45%
Economically disadvantaged	58%	44%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	30%	35%
Students scoring at or above Achievement Level 4	57	16%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	193	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	49%	54%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	30%	35%
Students scoring at or above Achievement Level 4	22	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	18	5%	4%
Students who are not proficient in reading by third grade	68	52%	47%
Students who receive two or more behavior referrals	46	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See School Parent Involvement Plan submitted online to the LEA September, 2013.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.

Goals Detail

G1. Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.

Targets Supported

- Writing

- Science - Elementary School

- Parental Involvement

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of Student Engagement

Plan to Monitor Progress Toward the Goal

Analyze the Data Wall with Data Chats with Teachers; Walk Through Data

Person or Persons Responsible
Administration & Teachers

Target Dates or Schedule:
Monthly PLCs

Evidence of Completion:
FAIR and Discovery Assessment Reports

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.

G1.B1 Lack of Student Engagement

G1.B1.S1 1-In order to place our third grade students correctly in literacy small groups and intensive immediate intervention (iii), articulate with Frostproof Elementary.

Action Step 1

develop guiding questions for 2nd and 3rd Grade teachers to discuss; analyze data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

December 2013

Evidence of Completion

guiding questions

Action Step 2

Familiarize 2nd grade teachers from our feeder school with the increased rigor of 3rd grade standards.

Person or Persons Responsible

2nd grade teachers, led by leadership teams of Ben Hill Griffin Elem and Frostproof Elem and Math/Reading Coaches

Target Dates or Schedule

Spring 2014

Evidence of Completion

agenda and sign-in sheets

Facilitator:

Leadership Team

Participants:

2nd grade teachers, led by leadership teams of Ben Hill Griffin Elem and Frostproof Elem

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

in a PLC with teachers, place students in small groups and iii groups based upon demonstrated weaknesses from 2nd grade

Person or Persons Responsible

BHG administration

Target Dates or Schedule

Spring 2014-Fall 2014

Evidence of Completion

lists of students in small groups and iii groups

Plan to Monitor Effectiveness of G1.B1.S1

Plus-Delta Survey for Articulation

Person or Persons Responsible

Administration

Target Dates or Schedule

2 times a year

Evidence of Completion

Survey Results

G1.B1.S2 2-Teachers will use summative and formative data to differentiate assignments during small group instruction, literacy centers, independent assignments and to place students in appropriate, leveled iii groups.

Action Step 1

When students are not meeting core group criteria provide tier 2 and tier 3 intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Results of Progress Monitoring Reports

Facilitator:

Mary Beldin, School Psychologist Mary Catherine McDowell, Guidance Counselor

Participants:

Teachers

Action Step 2

Group students appropriately using FAIR assessment, Discovery assessment and classroom data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Initially during the first nine-weeks - progress monitoring and regrouping will continue throughout the school year

Evidence of Completion

List of student groups

Action Step 3

Use Reading Wonders core instruction during whole-group instruction and leveled readers during small-group instruction to increase the percentage of all students making learning gains.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Facilitator:

Beth Wilkin, Reading Wonders Trainer Sherry Moser, District Reading Contact

Participants:

Teachers

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

Classroom Walk Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Journey Evaluation System Reports, Weekly Observation Form (Google Apps)

Plan to Monitor Effectiveness of G1.B1.S2

Data Wall

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

Ongoing data analysis; (update with current data 3 times a year)

Evidence of Completion

FAIR and Discovery Reports

G1.B1.S3 3-Increase collaborative structures, student engagement, distributed practice, and distributive summarizing during core instruction.

Action Step 1

Teachers will collaborate across grade levels to implement cross-curricular writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Classroom Walk Throughs

Facilitator:

Linda Rodriguez, Assistant Principal

Participants:

Teachers

Action Step 2

Ensure that students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans & Walk Throughs

Facilitator:

Leadership

Participants:

Teachers

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

Walk-Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Journey Evaluation System

Plan to Monitor Effectiveness of G1.B1.S3

FAIR / Discovery Assessment and Writing Simulation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR / Discovery Assessment Reports and Writing Simulation Scores

G1.B1.S4 4-Provide additional support for students who do not have family assistance at home.

Action Step 1

Plan and carry out several parent night workshops throughout the school year to assist parents in helping their children at home.

Person or Persons Responsible

Parent Involvement Facilitator & Parent Involvement Paraprofessional

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas & Sign-in Sheets

Action Step 2

Organize a school-wide after school tutoring program to assist students in meeting benchmark proficiency.

Person or Persons Responsible

Literacy Committee

Target Dates or Schedule

Daily (Monday - Thursday)

Evidence of Completion

Weekly Benchmark Assessments, FAIR, Discovery Progress Monitoring, Tutoring Attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S4

After-school Tutoring Schedule

Person or Persons Responsible

Literacy Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Records for the After-School Tutoring Program

Plan to Monitor Effectiveness of G1.B1.S4

Student Report Card, FAIR, Discovery

Person or Persons Responsible

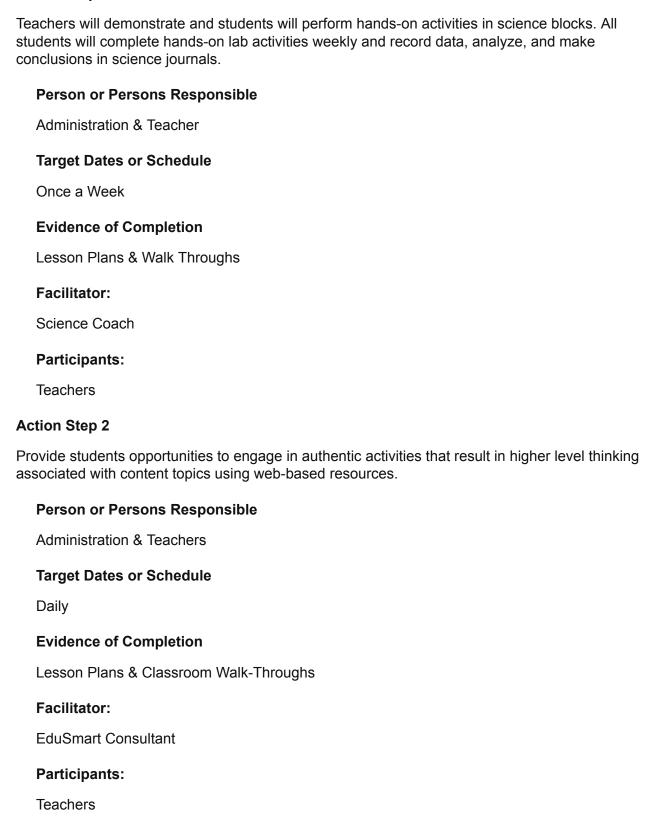Administration

Target Dates or Schedule

Each Nine Weeks

Evidence of Completion

Improved Grades on Report Cards and Progress Monitoring Assessments

G1.B1.S5 5-Increase higher level thinking and student engagement through the use of authentic activities.

Action Step 1

Teachers will demonstrate and students will perform hands-on activities in science blocks. All students will complete hands-on lab activities weekly and record data, analyze, and make conclusions in science journals.

Person or Persons Responsible

Administration & Teacher

Target Dates or Schedule

Once a Week

Evidence of Completion

Lesson Plans & Walk Throughs

Facilitator:

Science Coach

Participants:

Teachers

Action Step 2

Provide students opportunities to engage in authentic activities that result in higher level thinking associated with content topics using web-based resources.

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans & Classroom Walk-Throughs

Facilitator:

EduSmart Consultant

Participants:

Teachers

Action Step 3

Students will conduct error analysis in different content areas to explain their thinking process and understanding of the concept being taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work

Facilitator:

Administration

Participants:

Teachers

Action Step 4

Teachers will demonstrate and students will use math manipulatives consistently in the classroom in order for students to understand the deeper concept behind the math standard in common core.

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans & Walk Throughs

Facilitator:

Aaron Smith, Senior Coordinator K-12 Mathematics

Participants:

Teachers

Action Step 5

Through the use of the Comprehensive Instructional Sequence Module (CISM), students will have multiple opportunities to interact with high complexity text including independent exploration of the text prior to formal instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Facilitator:

District Reading Coach

Participants:

Teachers

Action Step 6

Person or Persons Responsible

Administration

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Walk Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Dailly

Evidence of Completion

Journey Evaluation System Reports

Plan to Monitor Effectiveness of G1.B1.S5

FAIR / Discovery Assessments

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

3 Times a Year

Evidence of Completion

FAIR / Discovery Assessment Scores

G1.B1.S6 6-Increase student attendance by providing motivation through school based programs and activities.

Action Step 1

All Students (Tier I) will have attendance incentives through our Positive Behavior Support Program.

Person or Persons Responsible

PBS Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar

Action Step 2

Parents of students with excessive absences (Tier III) will be invited to a meeting with the social worker and attendance manager to plan more intensive interventions.

Person or Persons Responsible

Problem Solving Team

Target Dates or Schedule

After students have missed ten days of school within a 90 day period

Evidence of Completion

Attendance Contract, Student Attendance Report, Meeting Minutes

Action Step 3

Students in Tier II will participate in the Attendance Check In program

Person or Persons Responsible

Coach Schmitt, Guidance Counselor & Psychologist

Target Dates or Schedule

Daily

Evidence of Completion

Check-in Charts, Contracts, Letters to Parents

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Review Records and Attendance Charts

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthly PBS Meeting

Evidence of Completion

PBS Minutes

Plan to Monitor Effectiveness of G1.B1.S6

Student attendance improvement

Person or Persons Responsible

PBS Committee, Attendance Manager, Coach Schmitt

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Higher attendance rate than the previous school year

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
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. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
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). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Ben Hill Griffin, Jr. Elementary School are used for professional development.
Title III
Title II provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Violence Prevention Programs
Ben Hill Griffin, Jr. Elementary School provides violence and drug prevention programs in order to promote a safe school environment. Our school guidance counselor teaches a bullying prevention program (Be Cool) to all incoming third graders and reinforces at the beginning of each year with fourth and fifth graders.
Nutrition Programs
This school is a Community Eligibility Option (CEO) school. All students receive free breakfast and lunch regardless of income.
This school is a location for a summer feeding program for the community.
Housing Programs
This school is a location for a summer feeding program for the community.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.

G1.B1 Lack of Student Engagement

G1.B1.S1 1-In order to place our third grade students correctly in literacy small groups and intensive immediate intervention (iii), articulate with Frostproof Elementary.

PD Opportunity 1

Familiarize 2nd grade teachers from our feeder school with the increased rigor of 3rd grade standards.

Facilitator

Leadership Team

Participants

2nd grade teachers, led by leadership teams of Ben Hill Griffin Elem and Frostproof Elem

Target Dates or Schedule

Spring 2014

Evidence of Completion

agenda and sign-in sheets

G1.B1.S2 2-Teachers will use summative and formative data to differentiate assignments during small group instruction, literacy centers, independent assignments and to place students in appropriate, leveled iii groups.

PD Opportunity 1

When students are not meeting core group criteria provide tier 2 and tier 3 intervention.

Facilitator

Mary Beldin, School Psychologist Mary Catherine McDowell, Guidance Counselor

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Results of Progress Monitoring Reports

PD Opportunity 2

Use Reading Wonders core instruction during whole-group instruction and leveled readers during small-group instruction to increase the percentage of all students making learning gains.

Facilitator

Beth Wilkin, Reading Wonders Trainer Sherry Moser, District Reading Contact

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

G1.B1.S3 3-Increase collaborative structures, student engagement, distributed practice, and distributive summarizing during core instruction.

PD Opportunity 1

Teachers will collaborate across grade levels to implement cross-curricular writing.

Facilitator

Linda Rodriguez, Assistant Principal

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Classroom Walk Throughs

PD Opportunity 2

Ensure that students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.

Facilitator

Leadership

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans & Walk Throughs

G1.B1.S5 5-Increase higher level thinking and student engagement through the use of authentic activities.

PD Opportunity 1

Teachers will demonstrate and students will perform hands-on activities in science blocks. All students will complete hands-on lab activities weekly and record data, analyze, and make conclusions in science journals.

Facilitator

Science Coach

Participants

Teachers

Target Dates or Schedule

Once a Week

Evidence of Completion

Lesson Plans & Walk Throughs

PD Opportunity 2

Provide students opportunities to engage in authentic activities that result in higher level thinking associated with content topics using web-based resources.

Facilitator

EduSmart Consultant

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans & Classroom Walk-Throughs

PD Opportunity 3

Students will conduct error analysis in different content areas to explain their thinking process and understanding of the concept being taught.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work

PD Opportunity 4

Teachers will demonstrate and students will use math manipulatives consistently in the classroom in order for students to understand the deeper concept behind the math standard in common core.

Facilitator

Aaron Smith, Senior Coordinator K-12 Mathematics

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans & Walk Throughs

PD Opportunity 5

Through the use of the Comprehensive Instructional Sequence Module (CISM), students will have multiple opportunities to interact with high complexity text including independent exploration of the text prior to formal instruction.

Facilitator

District Reading Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.	$127,340
	Total	$127,340

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program	Technology	Total
Title One	$111,340	$2,000	$1,000	$4,000	$118,340
Title One & Operating Budget	$9,000	$0	$0	$0	$9,000
Total	$120,340	$2,000	$1,000	$4,000	$127,340

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will build student proficiency by working on comprehension using complex texts and differentiated instruction in all content areas.

G1.B1 Lack of Student Engagement

G1.B1.S1 1-In order to place our third grade students correctly in literacy small groups and intensive immediate intervention (iii), articulate with Frostproof Elementary.

Action Step 2

Familiarize 2nd grade teachers from our feeder school with the increased rigor of 3rd grade standards.

Resource Type

Personnel

Resource

Substitute Teachers

Funding Source

Title One

Amount Needed

$340

G1.B1.S2 2-Teachers will use summative and formative data to differentiate assignments during small group instruction, literacy centers, independent assignments and to place students in appropriate, leveled iii groups.

Action Step 1

When students are not meeting core group criteria provide tier 2 and tier 3 intervention.

Resource Type

Personnel

Resource

Tutors for After-School Program

Funding Source

Title One

Amount Needed

$3,000

Action Step 2

Group students appropriately using FAIR assessment, Discovery assessment and classroom data.

Resource Type

Personnel

Resource

Media Specialist and Collection Development Materials for Media Center

Funding Source

Title One

Amount Needed

$36,000

Action Step 3

Use Reading Wonders core instruction during whole-group instruction and leveled readers during small-group instruction to increase the percentage of all students making learning gains.

Resource Type

Personnel

Resource

Teacher tutors for after-school remediation.

Funding Source

Title One

Amount Needed

$50,000

G1.B1.S3 3-Increase collaborative structures, student engagement, distributed practice, and distributive summarizing during core instruction.

Action Step 1

Teachers will collaborate across grade levels to implement cross-curricular writing.

Resource Type

Other

Resource

Supplies

Funding Source

Title One

Amount Needed

$1,000

Action Step 2

Ensure that students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.

Resource Type

Evidence-Based Program

Resource

Conference Fees

Funding Source

Title One

Amount Needed

$1,000

G1.B1.S4 4-Provide additional support for students who do not have family assistance at home.

Action Step 1

Plan and carry out several parent night workshops throughout the school year to assist parents in helping their children at home.

Resource Type

Personnel

Resource

Family Involvement Facilitator & Family Involvement Paraprofessional

Funding Source

Title One

Amount Needed

$22,000

Action Step 2

Organize a school-wide after school tutoring program to assist students in meeting benchmark proficiency.

Resource Type

Personnel

Resource

Tutors for After-School Program

Funding Source

Title One & Operating Budget

Amount Needed

$9,000

G1.B1.S5 5-Increase higher level thinking and student engagement through the use of authentic activities.

Action Step 1

Teachers will demonstrate and students will perform hands-on activities in science blocks. All students will complete hands-on lab activities weekly and record data, analyze, and make conclusions in science journals.

Resource Type

Other

Resource

Science Lab Supplies

Funding Source

Title One

Amount Needed

$1,000

Action Step 2

Provide students opportunities to engage in authentic activities that result in higher level thinking associated with content topics using web-based resources.

Resource Type

Technology

Resource

Online Subscriptions

Funding Source

Title One

Amount Needed

$4,000