

Hammett Bowen Jr. Elementary School



2014-15 School Improvement Plan

Hammett Bowen Jr. Elementary School

4397 SW 95TH ST, Ocala, FL 34476

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

40%

Alternative/ESE Center

No

Charter School

No

Minority

50%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

A

A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Hammett Bowen, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett Bowen will become a model for a strong school and community program dedicated to building the "whole child".

Provide the school's vision statement

Vision Statement

Hammett Bowen will provide an educationally rich environment where each individual of the school community is valued, respected, and encouraged to reach his/her fullest potential as a productive citizen.

School Environment

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

- We begin the school year by each teacher personally contacting each student's family to begin building that relationship with a positive contact and to gather information regarding students' cultures.
- Each teacher conducts "get to know you" activities the first week of school to gather further information from the student and to determine each student's interests to further build that relationship.
- Parent Involvement activities throughout the year, beginning with Orientation and Open House, help build those relationships.

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

We provide students with a safe environment by

- Ensuring adequate supervision at all times.
- Teaching, modeling and reinforcing school-wide behavioral expectations throughout the school year.
- Planning thoroughly and conducting practice drills to respond to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc.
- Establishing a discipline committee and meeting regularly for the purpose of examining policy, procedures, and making recommendations for changes based on data gathered throughout the school year.

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

- School-wide expectations are broken down by what those expectations look like in classrooms, in the cafeteria, in the restrooms, on the PE field, in the hallways and on the school bus.
- School-wide expectations are discussed and modeled in the classrooms and are the basis for classroom procedures.
- School-wide expectations are modeled on the morning news show.

- School-wide expectations are shared with parents and parents are encouraged to help reinforce those expectations both at school and at home.
- Following school-wide expectations has defined positive consequences students can look forward to.
- Not following school-wide expectations has defined negative consequences students know to expect when they choose not to follow them.
- Staff receives training at the beginning of each school year and then as needed at least quarterly to address consistency issues throughout the year.

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

- Counseling is made available for students referred to the Guidance Office by the parent, by the teacher or by anyone working with children and see they are struggling through social issues.
- Anti-bullying processes and procedures are in place, are verbalized and advertised to staff, students, and parents. These processes and procedures are utilized on a daily basis in the classroom, through Guidance Office and through the Dean's office.
- Social skills training is provided by our school psychologist to our students who are serviced in our Exceptional Student Education Therapeutic Units of Behavior. (TUB Units)
- Students struggling with daily behavior issues are often placed on check in/check out systems overseen by the Dean.
- Character education traits are presented on the morning show by the Guidance Counselor, are often accompanied by role-play with students, and are used as the basis of the criteria for Student of the Month for that month.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

We have an Early Warning system in place that includes:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	8	9	13	13	5	67
One or more suspensions	16	50	32	49	27	23	197
Course failure in ELA or Math	17	25	30	12	10	5	99
Level 1 on statewide assessment	0	0	0	20	11	14	45
	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	2	3	5	
Students exhibiting two or more indicators	3	1	1	1	6

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

- Differentiated instruction by the classroom teacher during that subject block
- Intervention in targeted skills by teacher or trained support personnel outside of the subject block
- Intervention in targeted skills through computer programs outside of the subject block
- Recognition and rewards for attendance as well as personal contact with parents to work on a plan to improve attendance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195295>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School Advisory Council (SAC) will have the opportunity to actively participate in the creation and revision of the School Improvement Plan. They will have the opportunity to make suggestions and give feedback about the programs currently being utilized. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will have the opportunity to give input on events and activities that are positive as well as giving input on events and activities that may need to change.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Forsyth, Teresa	Principal
Adams, Jennie	Assistant Principal
Barton, Rebecca	Dean
Hallam, Zayda	Instructional Coach
Harper, Mary	Guidance Counselor

Duties

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

Administration is responsible for ensuring fidelity of the MTSS process
Guidance Counselor offers expertise in MTSS procedures and ESE staffing procedures
Behavior Specialist is included if student behavior is problematic
School Social Worker addresses attendance issues
School Psychologist serves as the MTSS coach and additional resource
Reading Coach provides mentoring, staff development and data analysis
Intervention Specialist is responsible for identifying students who are in need of remediation
Dean of Students addresses behavioral and/or safety issues

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The Team then meets periodically to set group goals for tier 2 students, individual goals for tier 3 students and to progress monitor student growth. The implementation of SAT is a well-defined process which begins with the completion of the SAT request. The Marion County Student Assistance Team Packet guides the team through the process in order to identify/implement effective research based interventions which positively affect student performance. SAT team includes teachers, administration, guidance and school psychologist. The team analyzes student growth and determines course of action. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I, Part A

Our school uses district funds received from a grant to present anti-bullying strategies to our students. Speakers and resource materials are available through the Marion County Sheriff's Department. The District's physical/health education coordinator provides information and resources on nutrition education. Community outreach programs assist us in providing food for targeted families through the "Backpack Program" and school supplies are made available through the "Stuff the Bus" initiative. Our school has a parent liaison funded with Title I dollars and she works closely with the district's homeless liaison to support schools in meeting the needs of homeless children.

District funds are used to support our Migrant Program by the purchase school supplies, and providing a Saturday Boot Camp Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. The Migrant Liaison works with schools and families to identify students and provide need referrals for families.

Title I, Part C- Migrant

Title I Part C funds are used to support our Migrant program by the purchase of school supplies. Title I monies are used to provide after school and Saturday tutorials for at risk students in order to improve grades, increase promotion, improve attendance and reduce the dropout rate. The District

Migrant liaison works with schools and families to identify migrant students and provides need referrals for these families.

Title I, Part D

Not applicable

Title II

The District utilizes Title II funds to provide staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III

Title III funds provide District services for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs

Title X- Homeless

Title X The district Homeless Social Worker provides resources such as clothing, school supplies, social services referrals for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Tutoring is available after school for at risk students through the Supplemental Education Services.

Violence Prevention Programs

District supports programs such as Red Ribbon Week that support prevention of violence in and around the school, prevent the illegal use of alcohol, tobacco, drugs, and foster a safe, drug free environment that supports student achievement.

Nutrition Programs

We will continue to offer fresh fruits and vegetables to our students via our lunch program. Teachers will continue to teach students the importance of nutrition and how to make healthy nutritious choices.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Use of FDLRS (Florida Diagnostic and Learning Resource Services) for parent involvement and classroom assistance for ESE teachers.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Alexander Watson	Parent
Tamiko Baker	Parent
Nida Laib	Teacher
Teresa Forsyth	Principal
Jessica McCleery	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*Evaluation of last year's school improvement plan*

Last year's plan was evaluated by the SAC Committee with the review of achievement data at the first meeting in September of this year. In addition, available achievement data was reviewed in January as a mid year evaluation of the plan in place.

Development of this school improvement plan

This year's new process for school improvement was discussed at the first SAC meeting in September, and plans were made to continue to gather input at the next meeting with additional members recruited. The plan is to address a portion of the school improvement plan at each meeting and then volunteers from SAC will meet with the school leadership team to finalize the SIP draft.

Preparation of the school's annual budget and plan

The school's annual budget and was reviewed with the four people present at the first meeting which was well advertised in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

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

1. Provide money for substitutes for teacher workshop on the new Florida Standards. Cost is approx. \$1,400.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Administration and staff will continue to recruit members through the consistent advertising of meetings at any gathering of parents, in notes home, on the school marquee, on our website and by a reminder app available for parents to receive reminders.

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Forsyth, Teresa	Principal
Adams, Jennie	Assistant Principal
Hallam, Zayda	Instructional Coach
Johnson, Susan	Instructional Media
Barton, Rebecca	Dean
Harper, Mary	Guidance Counselor

Duties**Describe how the LLT promotes literacy within the school**

- The Literacy Leadership Team meets monthly to discuss ways to improve literacy and motivate students to read.
- The LLT will make Differentiated Instruction in the area of Language Arts a focus by utilizing our Academic Coach to model differentiated instruction for teachers. The Principal and Assistant Principal will do fidelity walk-throughs and give timely feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals.
- The Literacy Leadership Team will also focus on students reading for pleasure utilizing fiction and nonfiction text.
- We will provide opportunities for families to read together and share ways to encourage reading at home by incorporating events/activities that provide opportunities for parents to participate in the learning with their child.
- Accelerated Reader program will continue, along with the motivational components to support reading for pleasure.
- The Reading Coach meets with teachers at grade level meetings to gather their input and shares their perspective and challenges in the monthly meetings so that we can come together to create school-wide activities to support literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- Teachers are required to meet weekly for collaborative planning with their grade level or by subject area if they are a specialist. Our Assistant Principal of Curriculum, Reading Coach and Principal are available to help gather resources or focus discussion as needed.
- Each semester, substitutes are utilized to provide teachers a full day of planning to collaborate as a team to create quality lesson plans to support Florida Standards.

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

- The Personnel office posts available positions online where prospective teachers can then apply for the positions in which they have an interest and qualifications. School level principals select a group of highly qualified persons to interview. The interview process may include the principal and an assistant principal as well as a member of that department and/or District Support Personnel.
- The Assistant Principal will conduct school orientation to curriculum and facilities.
- Administration will provide a new teacher support and assistance plan including assigning a mentor to each beginning teacher and arranging for appropriate trainings.
- Arrange for classroom visitations to observe exemplary strategies and techniques

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

New teachers are paired with a veteran teacher preferably in their own grade level. New teachers are given the opportunity to shadow a veteran teacher to look for best practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

Instructional Strategies***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

- Administration in a combined effort with staff uses evidence from the analysis of District Benchmark Assessment results, Learning Checks, End of Course Exams, and FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.
- Based on an analysis of the data, best practices are identified and shared.
- Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers.
- Teachers also use formative assessment data to guide their instruction and create small groups based on like need and teach and remediate skills for those students in need of remediation as well as assigning enrichment activities for those who are proficient.
- Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs along with internet based instructional web sites such as FCAT Explorer are also utilized.
- Intervention personnel pull students for an addition 45 minutes of targeted instruction in reading.

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

Strategy: Extended School Day

Minutes added to school year: 0

Due to lack of funding, we will not have extended learning opportunities for our students this year

Strategy Rationale***Strategy Purpose(s)***

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*****Student Transition and Readiness****PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3-5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. FLKRS administered to kindergartners within the first 30 days to evaluate the effectiveness of our Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round-Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and Connect 5 messages are sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

"Stagger Start" is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one on one relationships with students.

College and Career Readiness

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

As a K-5 school have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's.

Strategic Goals Detail

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

G1. HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's. 1a

G035935

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	76.0
CELLA Writing Proficiency	53.0

Resources Available to Support the Goal 2

- Core Curriculum
- Title 1 Funds
- Teachers and Paraprofessionals trained to deliver interventions
- Corrective Reading materials and training
- Reading Mastery and ERI materials and training
- Successmaker Custom Courses
- Teachers and Paraprofessionals trained to deliver interventions
- Corrective Reading materials and training
- Reading Mastery and ERI materials and training
- Successmaker Custom Courses

Targeted Barriers to Achieving the Goal 3

- Students lack foundational reading and math skills
- Teachers and paraprofessionals lack training in delivering these interventions.
- Teachers lack training in fully utilizing core instructional resources to deliver interventions.

Plan to Monitor Progress Toward G1. 8

Student performance in core subject areas
 Program Assessments
 Teacher Observation
 Additional Classwork

Person Responsible

Jennie Adams

Schedule

Biweekly, from 8/25/2014 to 3/16/2015

Evidence of Completion

Meeting percentile goals in all grade levels in all content areas.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's. **1**

 **G035935**

G1.B1 Students lack foundational reading and math skills **2**

 **B086077**

G1.B1.S1 Implement intervention groups for targeted students in reading and math. **4**

 **S096795**

Strategy Rationale

If we implement intervention groups to targeted students, then student achievement will improve.

Action Step 1 **5**

Teachers and paraprofessionals will Implement reading and math intervention groups to targeted students.

Person Responsible

Jennie Adams

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Administrator Walk-Throughs, Review of workbooks and intervention logs, Informal Student Assessments, AIMs Web, FSAs

Action Step 2 5

Paraprofessional will help involve parents by providing resources for them to use at home with their child.

Person Responsible

Jennie Adams

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Log sheets for para will include time to organize resources for parents

Action Step 3 5

Purchase materials for math intervention groups

Person Responsible

Jennie Adams

Schedule

On 6/5/2015

Evidence of Completion

Purchase orders of materials

Action Step 4 5

Train teachers and paraprofessionals to deliver interventions.

Person Responsible

Jennie Adams

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

TDE's and Agenda from Early Release day trainings

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

Administrative walk-throughs and evaluations, Gradebook reviews

Person Responsible

Jennie Adams

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher Evaluations, Professional Development Surveys, Test Scores/Data, Student Observations

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

Program Assessments
FSA
AIMs Web
EOCs
Discipline ODR

Person Responsible

Jennie Adams

Schedule

Biweekly, from 8/25/2014 to 3/16/2015

Evidence of Completion

Assessment Scores, Lower ODRs, Mastery Checks,

G1.B2 Teachers and paraprofessionals lack training in delivering these interventions. 2

 B115612

G1.B2.S1 Train teachers and paraprofessionals in delivering interventions and monitor their effectiveness 4

 S127241

Strategy Rationale

If teachers are trained to deliver interventions and their effectiveness is monitored regularly, then student achievement will improve.

Action Step 1 5

Send teachers and paraprofessionals for intervention training

Person Responsible

Jennie Adams


Schedule

On 9/21/2014


Evidence of Completion

TDE's

G1.B3 Teachers lack training in fully utilizing core instructional resources to deliver interventions. 2

 B115620

G1.B3.S1 Teachers will utilize professional development days for standards training and utilizing core instructional resources. 4

 S127239

Strategy Rationale

If teachers understand the standards and how to choose the appropriate tools for differentiated instruction in the classroom, student achievement will improve.

Action Step 1 5

Utilize professional development days for standard and core materials training.

Person Responsible

Jennie Adams

Schedule

On 4/30/2015

Evidence of Completion

PD agendas and sign in sheets

Action Step 2 5

Purchase additional nonfiction reading materials-Scholastic Magazine

Person Responsible

Jennie Adams

Schedule

On 10/15/2014

Evidence of Completion

Purchase order

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

Evidence of use of core instructional materials to differentiate instruction in the Florida Standards

Person Responsible

Teresa Forsyth

Schedule

Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion

MCIES data; walkthrough notes

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers and paraprofessionals will Implement reading and math intervention groups to targeted students.	Adams, Jennie	8/25/2014	Administrator Walk-Throughs, Review of workbooks and intervention logs, Informal Student Assessments, AIMS Web, FSAs	6/5/2015 daily
G1.B3.S1.A1	Utilize professional development days for standard and core materials training.	Adams, Jennie	10/1/2014	PD agendas and sign in sheets	4/30/2015 one-time
G1.B2.S1.A1	Send teachers and paraprofessionals for intervention training	Adams, Jennie	8/25/2014	TDE's	9/21/2014 one-time
G1.B1.S1.A2	Paraprofessional will help involve parents by providing resources for them to use at home with their child.	Adams, Jennie	8/25/2014	Log sheets for para will include time to organize resources for parents	6/5/2015 monthly
G1.B3.S1.A2	Purchase additional nonfiction reading materials-Scholastic Magazine	Adams, Jennie	9/21/2014	Purchase order	10/15/2014 one-time
G1.B1.S1.A3	Purchase materials for math intervention groups	Adams, Jennie	8/25/2014	Purchase orders of materials	6/5/2015 one-time
G1.B1.S1.A4	Train teachers and paraprofessionals to deliver interventions.	Adams, Jennie	8/25/2014	TDE's and Agenda from Early Release day trainings	6/5/2015 monthly
G1.MA1	Student performance in core subject areas Program Assessments Teacher Observation Additional Classwork	Adams, Jennie	8/25/2014	Meeting percentile goals in all grade levels in all content areas.	3/16/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Program Assessments FSA AIMS Web EOCs Discipline ODR	Adams, Jennie	8/25/2014	Assessment Scores, Lower ODRs, Mastery Checks,	3/16/2015 biweekly
G1.B1.S1.MA1	Administrative walk-throughs and evaluations, Gradebook reviews	Adams, Jennie	8/25/2014	Teacher Evaluations, Professional Development Surveys, Test Scores/ Data, Student Observations	6/5/2015 quarterly
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Evidence of use of core instructional materials to differentiate instruction in the Florida Standards	Forsyth, Teresa	10/15/2014	MCIES data; walkthrough notes	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's.

G1.B1 Students lack foundational reading and math skills

G1.B1.S1 Implement intervention groups for targeted students in reading and math.

PD Opportunity 1

Train teachers and paraprofessionals to deliver interventions.

Facilitator

Assistant Principal, Reading Coach and Intervention Paraprofessional

Participants

All staff delivering interventions

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G1.B2 Teachers and paraprofessionals lack training in delivering these interventions.

G1.B2.S1 Train teachers and paraprofessionals in delivering interventions and monitor their effectiveness

PD Opportunity 1

Send teachers and paraprofessionals for intervention training

Facilitator

District Trainers

Participants

Intervention providers

Schedule

On 9/21/2014

G1.B3 Teachers lack training in fully utilizing core instructional resources to deliver interventions.

G1.B3.S1 Teachers will utilize professional development days for standards training and utilizing core instructional resources.

PD Opportunity 1

Utilize professional development days for standard and core materials training.

Facilitator

Assistant Principal, Reading Coach

Participants

Teachers K-5

Schedule

On 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's.	141,488
Grand Total	141,488

Goal 1: HBE will focus on targeted interventions in language arts and math to improve student achievement on state assessments and LEOC's.

Description	Source	Total
B1.S1.A1 - Paraprofessionals	Title I Part A	125,456
B1.S1.A2 - Paraprofessional-Parent Involvement	Title I Part A	1,452
B1.S1.A3 - Purchase of material for math intervention groups.	Title I Part A	4,793
B3.S1.A1 - Professional Development Days	Title I Part A	5,600
B3.S1.A2 - Scholastic Magazine	Title I Part A	4,187
Total Goal 1		141,488