

Griffin Elementary School



2014-15 School Improvement Plan

Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

<http://schools.polk-fl.net/griffin>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

F

D

C

School Board Approval

This plan is pending approval by the Polk 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission: To provide a high quality education for all students.

Provide the school's vision statement

Every Griffin student will be prepared for success in middle school, high school, college or career after graduation.

School Environment

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

Relationships are built through the implementation of our school-wide Positive Behavior Support program. Teachers interact with students using a positive approach and with a attitude of caring and concern. Teachers are also encouraged to build connections with students from administration. Griffin staff and students learn about our various cultures through our Cultural Diversity night program. Parents, students and staff participate to create performances and displays showing the different cultures represented in our school. Clothing, food, pictures and artifacts are on display for others to visit and sample. Many parents give short presentations to each group as they visit the various displays.

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

Griffin stresses the four main statements of our Positive Behavior Support program: I am Kind, I am Safe, I am Respectful and I am Responsible. Each of these positive statements are taught and modeled. Students learn the expected behaviors in all areas of the campus including the bus ride to and from school and also across each area of campus. Griffin has expectations specifically targeted to each area and tied directly to the positive statements.

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

Griffin staff members are trained during pre-planning on the Positive Behavior Support program and it is the expectation that each teacher/staff member utilize its components with fidelity. Expectations are visible and posted on campus and in every classroom. The program includes a specific protocols for behaviors that includes a process flow chart to guide staff members in decision making. Students earn behavior bucks daily as an incentive and positive rewards/celebrations are planned to keep students motivated.

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

Teachers are provided with lesson plans from Positive Behavior Supports (PBS) that are tied to the school-wide expectations. The lesson plans address various social skills that are taught and modeled through daily lessons. Students have an opportunity to practice the social skills within the classroom

community as well as throughout the campus.

The Guidance Counselor and School Psychologist provides small group social skills lessons for targeted students needing additional support. Members of the PBS team work with students who have been identified as having academic and behavioral needs. Students check in and out with their mentor on a daily basis to set goals and discuss their progress.

Individual counseling is provided for students who require more intensive support.

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

Polk County Schools' Early Warning System (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports to school administrators, teachers, school counselors of identified students who are off track and need more intensive supports. In addition to demographics, the reports include GPA, course failures, attendance, tardy information, in-school suspensions and out of school suspensions.

The system monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for promotion. We examine our data with the leadership team to make necessary adjustments to instructional strategies and other supports for students.

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	1	13	14	8	17	7	60
One or more suspensions	1	5	6	2	12	4	30
Course failure in ELA or Math	0	3	2	1	2	0	8
Level 1 on statewide assessment	0	0	0	21	17	11	49
Level 1 Math	0	0	0	10	13	21	44

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	1	1	1	4

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

Griffin utilizes:

- MTSS (academics and behavior) data is utilized over time to inform instruction and/or behavior interventions matched to student needs.
- Attendance Manager monitors tardies and attendance, schedules meetings with parents of targeted students to address attendance concerns/issues.

- Teacher and Administration contact to parents of students with three or more absences in a week.
- Hour of Power (intensive reading intervention instruction)
- Reading Interventionist provides additional reading support with small groups
- Guidance and School Psychologist provides social skills through small group behavioral support, targeting specific areas of need.

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/195808>.

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

Through partnerships with the local community, Griffin is able to secure and utilize resources to support the school and student achievement. Our partnerships include, but are not limited to: Publix at Town and Country Square, Pepperidge Farm, Elk Lodge of Lakeland, and Lions Club of Kathleen. In addition to these partnerships, Olive Garden, Tapatio's, Wal-Mart, Publix at Town and Country Square and Beef O'Brady's sponsor Griffin's annual Diversity program.

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
Missouri, Dedra	Psychologist
Kim, Bryan	Assistant Principal
Durham, Tangela	
Osgood, Shanda	Guidance Counselor
Betz, Morag	Instructional Coach
Bennett, Jasmar	Instructional Coach
James, Krystal	Instructional Coach

Duties

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

Terry R. Strong (Principal) -

Bryan Kim (Assistant Principal) -

Tangela Durham - title 1/parent involvement facilitator, small group literacy interventionist - provides diagnostic assessments, collects and analyzes data, identifies appropriate supplemental resources to meet students' needs, conducts differentiated small groups based on data for intensive interventions
Noel Green (Guidance Counselor) - monitors MTSS academic and behavioral progress and supports, pulls small groups for social skills and individual counseling throughout the school year, meets with teachers on a monthly basis to discuss progress monitoring and interventions

Morag Betz (Science Coach) - provides teachers with support through collaborative planning, instructional support through modeling, provides teacher with materials, resources, researching non-fiction texts to support the standards

Jasmar Bennett (Reading Coach) - facilitates professional development, modeling standards-based instruction, collaborative planning support, gather resources for teachers, research to ensure teachers are meeting the needs of the Florida Standards

Krystal James (Math Coach) - facilitates professional development, modeling standards-based instruction, collaborative planning support, gather resources for teachers, research to ensure teachers are meeting the needs of the Florida Standards

Dedra Missouri (School Psychologist) - conducts evaluations for students with academic and behavioral needs, provides teachers with strategies for students who are needing extra supports, pulls small groups to work on social skills

The team works collaboratively to implement and monitor the goals and strategies of the school improvement plan.

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

In order to meet the needs of all students and maximize desired student outcomes, the leadership team analyzed performance data and aligned academic coaches and personnel to meet those specific needs. Title One Federal dollars and local district allocations are utilized to secure additional support personnel and resources. Administration and the leadership team monitors the alignment of the resources on a weekly basis through analysis of assessment data, observations, walk through data, feedback from academic coaches and other personnel. The problem solving process is utilized to make decisions and adjustments as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Aaron Pickle	Parent
Terry Strong	Principal
Anthony Broadnax	Business/Community
Vivian Underwood	Business/Community
Krystal James	Teacher
Lora Rowan	Parent
Noel Green	Education Support Employee
Bryan Kim	Principal

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

During SAC meetings, SIP goals and data are reviewed to measure the effectiveness of last year's school improvement plan.

Development of this school improvement plan

The leadership team, in collaboration with the DOE, determined to continue the success of the prior year goals but to refine and improve the effectiveness of implementation. The SIP was submitted during the first SAC meeting for a vote of approval.

Preparation of the school's annual budget and plan

Lottery money will be used based on the suggestions of the SAC committee. Committee members provided suggestions on various resources to spend the money on. Research is being conducted and quotes are being prepared to determine which resources should be purchased with the money. SAC will have the final vote on the allocation of funds at the November, 2014 meeting.

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

The goals, strategies and professional development in last year's school improvement plan did not require an allocation of funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Bennett, Jasmar	Instructional Coach
Kim, Bryan	Assistant Principal
Durham, Tangela	Other
Betz, Morag	Instructional Coach
Osgood, Shanda	Guidance Counselor
James, Krystal	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted within the school by making literacy and reading the cornerstone of all content areas. Through collaborative planning, modeling and practice, teachers are lead to incorporate literacy strategies in all content areas. The LLT provides teachers with resources and strategies through planning and professional development that allows teachers to focus on 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

Teams meet weekly with the instructional coaches for collaborative planning. Collaborative planning takes place Tuesdays and Wednesdays each week during each grade levels' specials time. These planning sessions are held in the grade level's classroom. One day is scheduled with the reading coach, and another day with the science and math coach combined. The focus of the planning sessions is to study the standards and to ensure understanding of the intent of the standards. Then, they collaboratively align instructional strategies/ tasks with the standards. Teams come prepared with the Standards Based Instructional Tool (SBIT). This tool requires the team to work together and assign jobs in preparation for planning.

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

Administration and leadership team attends yearly job fair sponsored by the district. Administration encourages all staff to maintain a positive attitude and talk about Griffin in a positive light. Potential applicants are screened based on specific criteria to fit the needs of the vacancy. Interview questions are created to allow the interview team/administration to gauge responses that allow the right selection and fit for Griffin. Current teachers are encouraged, praised, and celebrated with special notes or small tokens of appreciation in their mailboxes to maintain morale and help us to retain quality staff. Professional development is provided through weekly Professional Learning Communities to increase teacher capacity.

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

The mentoring program follows the districts criteria by pairing new teachers with coaches. Teachers meet routinely with the coach to complete the accomplished practices. This cycle might include non-evaluative observations, coaching and modeling as needed, and support in any area needed. New staff are part of a committee that meet monthly with staff members for ongoing support and development

meetings. They are oriented to the campus as well as learn the expectations or procedures for the Griffin campus.

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

The Florida Standards are the basis of all instruction. Our core Instructional program utilizes the district's curriculum/ learning maps along with the approved materials and the Standards Based Instructional Tool (SBIT) to ensure instructional materials are aligned with the standards. Planning is done collaboratively with teams/instructional coaches.

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

Data from multiple sources are utilized to plan for instruction. Sources of data include: FCAT, FAIR, Reading Wonders Weekly assessment (standards), FCAT explorer for Science and weekly math assessments.

From the data sources and standards tracking, small groups are formed and planning takes place to match the need of small group interventions with standard/skill deficits within the 120 minute reading block. In addition, Griffin provides an additional hour of reading instruction titled "Hour of Power".

Using FAIR data, teachers work with the reading coach to provide students with targeted interventions found in Reading Wonders Foundational Skills, FCRR, CPALMS, Wonder Works, and Achieve 3000. The reading interventionist also utilizes this data to form small groups either in class or pull out for intensive skill-based instruction.

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: 10,800

The district standard of minimum hours already surpasses the state requirement. Within the 7 hours instructional day, Griffin incorporates an additional hour of reading instruction.

Strategy Rationale

This hour is to focus on foundational skills using FAIR-S data. The teacher will work with small groups focusing on those needing the most intensive interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

The data collected will be FAIR-S, FCRR assessments and Curriculum Based Measurement (CBM) probes. It will be analyzed weekly as lesson plans and groups are formed. The reading coach will assist and monitor for fidelity.

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

Griffin's Pre-K works closely with the kindergarten team to align curriculum to ensure students are prepared to transition successfully.

Middle school representatives visit Griffin to hold informational meetings to help parents and student prepare for the transition.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Griffin Elementary will increase the effectiveness with which all teachers consistently provide standards-based instruction on a daily basis across content areas.
- G2.** Griffin Elementary will increase the effectiveness with which all teachers effectively and authentically engage students in instruction on a daily basis across content areas.

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. Griffin Elementary will increase the effectiveness with which all teachers consistently provide standards-based instruction on a daily basis across content areas. 1a

G042264

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Coaches, Florida Standards, District Curriculum Maps, CPALMS, FCRR, Standards Based Instructional Tool (SBIT), PD, State DA Region 3Team

Targeted Barriers to Achieving the Goal 3

- Florida Standards are new, teachers don't understand the standards, new teachers not oriented to standards-based planning and instruction, returning teachers needing a refresher

Plan to Monitor Progress Toward G1. 8

Standards based instruction in every subject area

Person Responsible

Terry Strong

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data, assessment data, Go Math Chapter tests, Reading Wonders Weekly Assessments

G2. Griffin Elementary will increase the effectiveness with which all teachers effectively and authentically engage students in instruction on a daily basis across content areas. 1a

G042262

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Coaches and staff trained in Kagan Cooperative Strategies, Model teachers who demonstrate engagement practices.

Targeted Barriers to Achieving the Goal 3

- Teacher capacity, buy-in

Plan to Monitor Progress Toward G2. 8

PLC agendas, lesson plans, walk through observations

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Results of walk through observations

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. Griffin Elementary will increase the effectiveness with which all teachers consistently provide standards-based instruction on a daily basis across content areas. **1**

 G042264

G1.B1 Florida Standards are new, teachers don't understand the standards, new teachers not oriented to standards-based planning and instruction, returning teachers needing a refresher **2**

 B104256

G1.B1.S1 Collaborative Planning with coaches **4**

 S115440

Strategy Rationale

Coaches will guide the planning based on the standards

Action Step 1 **5**

Literacy Standard Based Collaborative Planning

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SBIT, weekly lesson plans

Action Step 2 5

Math Standard Based Collaborative Planning

Person Responsible

Krystal James

Schedule

Weekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

SBIT, weekly lesson plans

Action Step 3 5

Science Standard Based Collaborative Planning

Person Responsible

Morag Betz

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plans

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

Weekly leadership team meetings, observations, feedback from coaches

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sign-in sheets, agendas, journey reports, notes from team meetings

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

Weekly leadership team meetings, Observations, feedback from coaches

Person Responsible

Terry Strong

Schedule

Weekly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agendas, journey reports, notes from meetings, reports from coaches

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

Observations during collaborative planning, Follow-up conversations with Coaches

Person Responsible

Terry Strong

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agenda, Sign-In Sheets, Meeting notes

G1.B1.S2 Use of SBIT in planning 4

 S115441

Strategy Rationale

The standards based instructional tool breaks down the standard and is utilized by the teachers and coach to plan for instruction

Action Step 1 5

Teachers will plan with a focus on the standards utilizing the Standards Based Instructional Tool.

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

Completed SBIT forms and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Completed SBIT forms will be submitted to the coaches prior to the planning session.

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 8/28/2014 to 5/21/2015

Evidence of Completion

Weekly submitted SBIT forms to coaches.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effectiveness will be monitored through SBIT forms, lesson plans and the resulting instruction observed.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.

G1.B1.S3 Use of data to drive instruction 4

 S156823

Strategy Rationale

Lack of evidence to show that classroom teachers are using the data to improve student achievement

Action Step 1 5

Teachers will be required to use FAIR-FS data, weekly Reading assessment data

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 11/17/2014 to 5/29/2015

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 2 5

Teachers will be required to use end of module assessments and Mini MAFS standard assessments

Person Responsible

Krystal James

Schedule

Biweekly, from 11/17/2014 to 5/29/2015

Evidence of Completion

teacher tracking logs, lesson plans

Action Step 3 5

Teachers will be required to use FCIM science assessments

Person Responsible

Morag Betz

Schedule

Biweekly, from 11/17/2014 to 5/29/2015


Evidence of Completion

teacher tracking logs, lesson plans


G2. Griffin Elementary will increase the effectiveness with which all teachers effectively and authentically engage students in instruction on a daily basis across content areas. 1

 G042262

G2.B1 Teacher capacity, buy-in 2

 B103057

G2.B1.S1 Coaches will work with targeted classroom teachers through side-by-side coaching 4

 S115510

Strategy Rationale

This will allow modeling and practice in the classroom setting.

Action Step 1 5

Professional development will be provided to share a variety of strategies for authentic student engagement.

Person Responsible

Terry Strong

Schedule

Monthly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Agendas, sign-in sheets, teacher reflection journals, walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration and Leadership Team monitor the fidelity of the implementation strategies

Person Responsible

Schedule

Weekly, from 9/4/2014 to 5/28/2015

Evidence of Completion

discussions, walk-throughs/observations, written reflections, follow-up artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will conduct walk-throughs/observations and provide immediate feedback.

Person Responsible

Terry Strong


Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Journey documentation

G2.B1.S2 Professional Development will be provided through FDLRS and coaches 4

 S115511

Strategy Rationale

Teachers need a selection of engagement strategies to incorporate. Most teachers currently incorporate collaborative structures as a single strategy for engagement. The goal is to provide a variety of strategies.

Action Step 1 5

Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.

Person Responsible

Terry Strong

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Evidence collected through sign in sheets, follow up activities required, and observations that require student engagement ratings.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Fidelity will be monitored through required follow-up activities, implementation timeline, and observed practice in walk throughs.

Person Responsible

Terry Strong

Schedule

Weekly, from 9/25/2014 to 5/28/2015

Evidence of Completion

Professional development sign in sheets, follow-up requirement completed, and implementation through Journey walk through observations recorded.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Effectiveness will be monitored through Journey walk through domains rated.

Person Responsible

Terry Strong

Schedule

Weekly, from 10/2/2014 to 5/28/2015

Evidence of Completion

Journey walk through observations, informal observations and walk through notes.

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	Literacy Standard Based Collaborative Planning	Bennett, Jasmar	8/18/2014	SBIT, weekly lesson plans	6/4/2015 weekly
G2.B1.S1.A1	Professional development will be provided to share a variety of strategies for authentic student engagement.	Strong, Terry	9/4/2014	Agendas, sign-in sheets, teacher reflection journals, walk-throughs	5/28/2015 monthly
G1.B1.S2.A1	Teachers will plan with a focus on the standards utilizing the Standards Based Instructional Tool.	Bennett, Jasmar	8/21/2014	Completed SBIT forms and lesson plans	5/21/2015 weekly
G2.B1.S2.A1	Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.	Strong, Terry	8/28/2014	Evidence collected through sign in sheets, follow up activities required, and observations that require student engagement ratings.	5/28/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Teachers will be required to use FAIR-FS data, weekly Reading assessment data	Bennett, Jasmar	11/17/2014	teacher tracking logs, lesson plans	5/29/2015 weekly
G1.B1.S1.A2	Math Standard Based Collaborative Planning	James, Krystal	9/23/2014	SBIT, weekly lesson plans	6/4/2015 weekly
G1.B1.S3.A2	Teachers will be required to use end of module assessments and Mini MAFS standard assessments	James, Krystal	11/17/2014	teacher tracking logs, lesson plans	5/29/2015 biweekly
G1.B1.S1.A3	Science Standard Based Collaborative Planning	Betz, Morag	8/19/2014	Weekly lesson plans	6/4/2015 weekly
G1.B1.S3.A3	Teachers will be required to use FCIM science assessments	Betz, Morag	11/17/2014	teacher tracking logs, lesson plans	5/29/2015 biweekly
G1.MA1	Standards based instruction in every subject area	Strong, Terry	9/4/2014	Classroom walkthrough data, assessment data, Go Math Chapter tests, Reading Wonders Weekly Assessments	5/29/2015 weekly
G1.B1.S1.MA1	Observations during collaborative planning, Follow-up conversations with Coaches	Strong, Terry	8/18/2014	Agenda, Sign-In Sheets, Meeting notes	6/4/2015 weekly
G1.B1.S1.MA1	Weekly leadership team meetings, observations, feedback from coaches	Kim, Bryan	8/18/2014	Lesson plans, sign-in sheets, agendas, journey reports, notes from team meetings	6/4/2015 weekly
G1.B1.S1.MA2	Weekly leadership team meetings, Observations, feedback from coaches	Strong, Terry	8/28/2014	Sign-in sheets, agendas, journey reports, notes from meetings, reports from coaches	6/4/2015 weekly
G1.B1.S2.MA1	Effectiveness will be monitored through SBIT forms, lesson plans and the resulting instruction observed.	Strong, Terry	9/4/2014	Administration will monitor the effectiveness through lesson plan checks and observations during classroom walk throughs.	5/28/2015 weekly
G1.B1.S2.MA1	Completed SBIT forms will be submitted to the coaches prior to the planning session.	Bennett, Jasmar	8/28/2014	Weekly submitted SBIT forms to coaches.	5/21/2015 weekly
G2.MA1	PLC agendas, lesson plans, walk through observations	Kim, Bryan	9/4/2014	Results of walk through observations	5/28/2015 weekly
G2.B1.S1.MA1	Administration will conduct walk-throughs/observations and provide immediate feedback.	Strong, Terry	9/4/2014	Journey documentation	5/29/2015 weekly
G2.B1.S1.MA1	Administration and Leadership Team monitor the fidelity of the implementation strategies		9/4/2014	discussions, walk-throughs/ observations, written reflections, follow-up artifacts	5/28/2015 weekly
G2.B1.S2.MA1	Effectiveness will be monitored through Journey walk through domains rated.	Strong, Terry	10/2/2014	Journey walk through observations, informal observations and walk through notes.	5/28/2015 weekly
G2.B1.S2.MA1	Fidelity will be monitored through required follow-up activities, implementation timeline, and observed practice in walk throughs.	Strong, Terry	9/25/2014	Professional development sign in sheets, follow-up requirement completed, and implementation through Journey walk through observations recorded.	5/28/2015 weekly

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. Griffin Elementary will increase the effectiveness with which all teachers consistently provide standards-based instruction on a daily basis across content areas.

G1.B1 Florida Standards are new, teachers don't understand the standards, new teachers not oriented to standards-based planning and instruction, returning teachers needing a refresher

G1.B1.S1 Collaborative Planning with coaches

PD Opportunity 1

Literacy Standard Based Collaborative Planning

Facilitator

Jasmar Bennett

Participants

Instructional Staff

Schedule

Weekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Math Standard Based Collaborative Planning

Facilitator

Krystal James

Participants

Instructional Staff

Schedule

Weekly, from 9/23/2014 to 6/4/2015

PD Opportunity 3

Science Standard Based Collaborative Planning

Facilitator

Morag Betz

Participants

Instructional Staff

Schedule

Weekly, from 8/19/2014 to 6/4/2015

G2. Griffin Elementary will increase the effectiveness with which all teachers effectively and authentically engage students in instruction on a daily basis across content areas.

G2.B1 Teacher capacity, buy-in

G2.B1.S1 Coaches will work with targeted classroom teachers through side-by-side coaching

PD Opportunity 1

Professional development will be provided to share a variety of strategies for authentic student engagement.

Facilitator

Florida Diagnostic and Learning Resources Systems (FDLRS), Coaches, Administration

Participants

classroom teachers

Schedule

Monthly, from 9/4/2014 to 5/28/2015

G2.B1.S2 Professional Development will be provided through FDLRS and coaches

PD Opportunity 1

Professional Development with strategies for student engagement will be provided through FDLRS, coaches and modeled during PLC's.

Facilitator

Administration, coaches and FLDRS

Participants

Classroom Teachers

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0