

G. Weaver Hipps Elementary School



2014-15 School Improvement Plan

G. Weaver Hipps Elementary School

1200 HOMESTEAD RD N, Lehigh Acres, FL 33936

<http://hpe.leeschools.net/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

C

B

A

School Board Approval

This plan is pending approval by the Lee 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of G Weaver Hipps Elementary is to prepare all students to read and comprehend at high levels.

Provide the school's vision statement

The vision is to achieve social and academic excellence in a caring environment.

School Environment

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

G. Weaver Hipps Elementary provides many opportunities for families to attend school functions which help to build relationships that fosters an environment embracing all cultures. The school functions that G. Weaver Hipps holds includes the following:

- *Curriculum Nights (Fall and Spring)
- *Open House
- *Media Monday
- *Student Led Conferences
- *Math Night

Parents and students are encouraged to attend all school functions throughout the year. In doing so, the entire school community is building relationships between home and school. Furthermore, teachers are highly recommended to implement class and team building activities that incorporate Kagan Cooperative Learning structures. As a result, students learn to contribute and be apart of the school community. In addition, GWH will use 2013-2014 Accreditation survey results to focus on the needs of the school culture.

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

G. Weaver Hipps Elementary is a Positive Behavior Support school. Through PBS the school follows the HIPPS expectations (Helpful, Independent, Positive, Polite, Safe). Students are held to these expectations starting in Kindergarten through 5th grade. GWH also holds monthly character assemblies to teach character education words adopted by the district. Local community members have been invited to speak to the students to support the character education word of the month. Students participate in the process of creating a safe environment by being active participants in the following: monthly character ed assemblies, quarterly PBS sponsored functions, and safety patrol. Monthly safety drills are practiced and modeled among the school. The safety committee debriefs after each drill to discuss improvements for the safety of the students.

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

On a daily basis, teachers model appropriate behaviors to students through PBS strategies and HIPPS expectations. Additionally, the PBS team (comprised of K-5 teachers) has designed an

"Observe Problem Behavior" flowchart where a schoolwide behavioral system is used with fidelity. Using PBS, teachers are expected to manage student behavior and provide opportunities to reteach desired behaviors along with providing positive behavior reinforcements. Throughout the school year, the PBS team provides staff development training and supports the school personnel by analyzing behavioral data to address school needs. Incentives specific to our school are also provided to bus drivers to reward students when not on campus.

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

GWH's school counselor implements a guidance counseling program on a monthly basis. In doing so, students are instructed on the district adopted monthly themes. Students are also provided individual counseling services as needed and requested. The school counselor is available to suggest outside resources to be of support to both parents, students and teachers alike.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

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/183450>.

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

G. Weaver Hipps Elementary understands the importance of parent involvement and because of this, the School Advisory Committee (SAC), composed of parents, teachers, administrators, and members of the community will meet to discuss the development and implementation of the School Improvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. All parents are invited and encouraged to attend and become members of SAC through the Parent Guide, Parent Link, school newsletters, and personal invitation. Parents will have the opportunity to review, discuss, and provide input regarding Title I programs, plans, and funds.

During the May regularly scheduled PTO and SAC meeting, the parents will be informed of the 1% that is to be spent to increase parent involvement. They will brainstorm a list of possible ways to spend the money (not to include the purchase of food). Further research can be done on the cost of materials and activities suggested and a vote can be taken at the first annual Title 1 meeting to be held in September of 2014.

Agendas, sign-in sheets, flyers, handouts, and meeting minutes will be maintained as documentation in the Title I Toolkit.

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
Nader, Angela	Principal
Geise, Brian	Assistant Principal
Howard, Cameron	Teacher, K-12
Rendon, Kristina	Teacher, K-12

Duties

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

The MTSS Problem-Solving team at G. Weaver Hipps Elementary meets on a weekly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher • Keep ongoing progress monitoring notes in a MTSS folder (curriculum

assessments, STAR or Formative Assessment scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

RTI/MTSS Resource Teacher/Coordinator

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive support
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team and complete the Self-Assessment of MTSS Implementation (SAM)

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

G. Weaver Hipps Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a

needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/

or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kristina Rendon	Teacher
Angela Nader	Principal
Brian Geise	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

Presentation of Plan occurred at September 4th, 2014 Title 1/SAC meeting. The committee will review our school grade data and compared it from last year's results.

Development of this school improvement plan

Presentation of Plan occurred at September 4th, 2014 Title 1/SAC meeting. We discussed this year's plan and our goals to improve student achievement include:

- Participated in the development in the School Improvement Plan
- Participate in the development of the Parent Involvement Policy
- Participate in the development of the Home/School Compact
- Participate in parent workshops at the school
- Become a parent volunteer throughout the school

Preparation of the school's annual budget and plan

GWH will allocate funds to evidence-based programs and materials, along with the newest innovative technology, and professional development.

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

GWH teacher's attended training on the PLC process in 2013 funded by the District, based on the knowledge gained from Solution Tree Summer Academy teachers focused on essential skills and expectations through common assessments, analyzing data, and using Common Core Standards.

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
Nader, Angela	Principal
Geise, Brian	Assistant Principal
Howard, Cameron	Teacher, K-12
Rendon, Kristina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will provide opportunities for parents to learn strategies for reading success with events such as Grade Level Curriculum nights, Media Mondays, and Student Led Conferences.

Throughout the year, we will invite family members as well as community members to read to small and large groups of students to model the importance of reading. By increasing the opportunities for parents to be involved in our school we hope to encourage them to take a more active role in the educational process of their children.

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

The teachers at G Weaver Hipps Elementary use a variety of strategies to maximize their instructional time to keep students engaged and learning. The following strategies have been implemented and used consistently school wide: common team planning, weekly PLC meetings, data driven instruction, grade-levels meet with administration to review current student progress, in addition to coaching opportunities for all teachers.

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

Angela Nader, Principal went to a LCSD recruitment in May where she hired three teachers. In order to retain new teachers, Brian Geise, Assistant Principal, provides the peer teachers with monthly meetings to support their needs within the APPLES program. Additionally, new teachers meet with their mentor on a weekly basis. New teachers to GWH also participated in Kagan Cooperative Learning training in June, 2014 for 5 days. To retain highly qualified teachers we have placed them into leadership/mentoring roles during the 2014-15 year. Teacher Leaders are assigned to provide ongoing support to teachers so they can provide effective instruction.

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

The Assistant Principal chooses a mentor from a grade level above or below for a new teacher. The mentors conducted weekly meetings to discuss strengths or weaknesses needed to become an effective teacher. We also have 2 TIF teachers who are available to support any teachers who may need any extra support. For example, observations of mentees' instruction and feedback, planning lessons with mentee, connecting lesson activities to content standards, discussing student progress and analyzing student work; modeling or co-teaching lessons.

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

GWH teachers design instructional lessons to students that are aligned to the Florida State Standards for College and Career Readiness along with following the district's math and literacy academic plans. Teacher lesson plans are frequently reviewed by Administration to ensure that the standards are being instructed. Teachers are required to have learning outcomes posted daily additionally, school administration conducts classroom walk-throughs as mandated by the DOE.

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

At GWH, teachers use data to drive their instructional practices to meet the needs of all learners within the school. A school-wide intervention/enrichment schedule has been developed to meet the needs of all learners. Grade levels are provided a minimum of 120 minutes each week for differentiated instruction. Grade levels use data driven decisions determined from within their weekly PLC meetings to place students into groups based on academic need where students are receiving either remediation or enrichment. Additional staff members have been assigned to each grade level to support the schedule.

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: 2,500

After school tutoring focused on reading and math skills grades 3-5

Strategy Rationale

To provide assistance to those students that are performing below grade level

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nader, Angela, angelamn@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative assessments and pre and post-tests are used to determine students' needs

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

Pre-K ESE programs that are currently housed on campus communicate with the upcoming Kindergarten teachers to ensure a smooth transition. Towards the end of the school year, the rising Pre-K students have the opportunity to visit the anticipated classroom and teacher for the upcoming year. For students that will be attending a different school, the Pre-K teachers communicate the strengths, weaknesses and needs of these students with the receiving school. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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. Increase student achievement gains school-wide by focusing on teaching and learning.

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039402

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - African American	57.0
AMO Reading - ED	67.0
AMO Reading - ELL	61.0
AMO Math - All Students	75.0
AMO Math - African American	66.0
AMO Math - ED	75.0
AMO Math - ELL	73.0
Math Gains	73.0
Math Lowest 25% Gains	76.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	79.0

Resources Available to Support the Goal 2

- Professional development
- Instructional coaches
- Develop tracking system for data
- Develop meeting schedule for sharing data
- Professional Learning Communities
- Tiered curriculum
- Technology
- Daily Intervention/enrichment time

Targeted Barriers to Achieving the Goal 3

- Systematic support for teachers

Plan to Monitor Progress Toward G1. 8

Baseline assessments
District Required Concept Assessments
Performance Matters data
STAR/Early STAR Assessments
Performance Tasks

Person Responsible

Angela Nader

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Results of fall Baseline Assessments Results of Midyear Assessment in math Results of Midpoint Assessment in math Results of district concept assessments Results of AIR Assessment 2015

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039402

G1.B1 Systematic support for teachers **2**

 B094925

G1.B1.S1 All teachers will participate in Professional Learning Communities that focus on essential skills and expectations through common assessments using the Florida State Standards. Teachers will meet on a weekly basis within their cooperative teams to evaluate and modify progress as needed. **4**

 S106021

Strategy Rationale

During PLC meetings, teachers collaborate and analyze student achievement data to drive instruction in the classroom.

Action Step 1 **5**

Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.

Person Responsible

Angela Nader

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will produce the results of the common assessments through an item analysis report.

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

Common Assessments created by grade levels within the PLC
Performance tasks

Person Responsible

Angela Nader

Schedule

On 6/5/2015

Evidence of Completion

Pre/Post test results by teachers in each grade level K-5 Performance tasks

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

Grade level common assessments
Student performance tasks

Person Responsible

Angela Nader

Schedule

On 6/5/2015

Evidence of Completion

Results of common assessments Students are able to complete performance tasks based on a rubric

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	Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.	Nader, Angela	8/18/2014	Teachers will produce the results of the common assessments through an item analysis report.	6/5/2015 weekly
G1.MA1	Baseline assessments District Required Concept Assessments Performance Matters data STAR/Early STAR Assessments Performance Tasks	Nader, Angela	8/18/2014	Results of fall Baseline Assessments Results of Midyear Assessment in math Results of Midpoint Assessment in math Results of district concept assessments Results of AIR Assessment 2015	6/5/2015 quarterly
G1.B1.S1.MA1	Grade level common assessments Student performance tasks	Nader, Angela	8/18/2014	Results of common assessments Students are able to complete performance tasks based on a rubric	6/5/2015 one-time

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	Common Assessments created by grade levels within the PLC Performance tasks	Nader, Angela	8/18/2014	Pre/Post test results by teachers in each grade level K-5 Performance tasks	6/5/2015 one-time

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Systematic support for teachers

G1.B1.S1 All teachers will participate in Professional Learning Communities that focus on essential skills and expectations through common assessments using the Florida State Standards. Teachers will meet on a weekly basis within their cooperative teams to evaluate and modify progress as needed.

PD Opportunity 1

Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.

Facilitator

Angela Nader- Principal Tiffany Adams/Lenora Clarke- TIF teachers

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/18/2014 to 6/5/2015

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