

Gulf Highlands Elementary School

8019 GULF HIGHLANDS DR, Port Richey, FL 34668

www.pasco.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	F

School Board Approval

This plan is pending approval by the Pasco 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
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We believe by working together as a gator community, we can achieve success for all.

Provide the school's vision statement

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

School Environment

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

Multiple sources of information is provided by parents to allow the teachers to learn about our students' cultures. Teachers plan and take time weekly to build classroom environments where students can express their perspectives, feelings, and problem-solve during classroom meetings. Every class/team prides themselves on building strong relationships through goal setting, social interactions, and celebrations.

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

Students are the priority for safety and respect. Each day begins with an organized arrival process that includes free breakfast for all. At the arrival bell, teachers open their classroom doors to welcome each and every student to class. The day begins with a morning news that welcomes everyone to school. All faculty and staff pride themselves on building a pleasant environment where we believe in modeling appropriate behavior for our students. Everyone greets one another, recognizes students exhibiting positive school character traits, and helps anyone in need throughout the entire day. Many of our students have been selected to participate in multiple school patrol duties. This allows students to model for one another what it takes to build a strong positive climate. For our students safety, they are walked, as a class, to and from activities throughout the day. There are specific patterns of flow the students know are the safe routes around school. When students leave class for errands, they walk in pairs for safety. Every day ends with a positive message and begins the organized dismissal process that is supervised by teachers.

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

The behavioral system is used to recognize and reward students who abide by all school rules, while providing consequences to discourage misbehavior and ensure a safe school climate. Students are expected to follow school wide expectations that include being responsible, respectful, caring and safe while on campus.

Classroom teachers post classroom expectations along with What if you do, What if you don't charts. Classroom teachers are encouraged to include students when discussing and creating these charts. Teachers instruct students in how to follow these expectations and all students (Tier 1, 2, and 3) receive rewards for displaying academic achievement, respect, and responsibility and good

attendance. Silver Gator tickets are given to students by all school personnel when expectations are met. Grade levels are assigned days during the week for students to trade tickets in for rewards at the Silver Gator Store. Teachers choose one student each week to receive a Golden Gator ticket. These Golden Gator students are rewarded with a Friday celebration.

Tier 2 and 3 students are placed on a Behavior educational plan (BEP). These students are monitored throughout the day and earn points from a range of 0-3 on how they've followed the school wide expectations. Behavior and academic goals are 28 daily points. Students are monitored daily with a check in/check out system. Students graph their progress and receive verbal and tangible rewards when progress or success has been made.

Teachers are encouraged to seek help from the RTI and SSAP staff members when academic or behavioral concerns arise. These teachers work closely with the support staff to ensure progress with behavioral and academic issues.

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

One of our school priorities, is teaching students to take responsibility for their social-emotional learning. This is an on-going process that includes being proactive and reactive. RTI and SSAP staff members along with classroom teachers identify students that need additional support in social-emotional areas. These staff members meet with students on an individual basis providing encouragement and guidance in order to help students become successful. These students along with support staff create individual goals and meet regularly monitoring their progress. Small groups are also provided to all students introducing social skills lessons. Modeling and role playing occurs during these lessons and classroom teachers are encouraged to continue support throughout the day with skills that have been modeled and taught. Classroom meetings occur weekly in each class with identified needs of the class to problem-solving any current or ongoing social-emotional concerns.

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

Our school utilizes Pasco Star and TERMS to identify students' levels in the Early Warning System that tracks attendance, behavior, and academics. Indicators include more than three absences in a month, office discipline referrals, and students who achieve a Level 1 or 2 on the state assessment. Each grade level is monitored and data is displayed on DATA Walls in order to intervene immediately.

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	10	20	15	12	19	13	89
One or more suspensions	0	3	2	8	6	8	27
Course failure in ELA or Math	0	12	3	7	3	4	29
Level 1 on statewide assessment	0	0	0	2	21	28	51

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	4	3	3	7	11	28

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

Teachers utilize the EWS provided through Pasco Star, current data from classroom instruction, and intervene immediately by identifying those students specific needs. We have a committee of cross representation from across the school that assists with identifying those students and creating the intervention strategies.

Attendance Plan Strategies:

- Teachers are required to make 1st phone call after 3 consecutive absences and inform the Social Worker.
- Quarterly Attendance nights (same presentation each quarter).
- Year end attendance award.
- Quarterly school wide incentives to accompany report cards for those students with 97% or better.
- Entire class earns a Silver Gator Ticket when they achieve 100% daily attendance.

Tier 2:

- Lunch meetings 1x a week with each identified student.

Tier 3:

- Daily check in with an assigned mentor.
- Social Worker: 1st: phone call, 2nd: Home visit 3rd: Letters 1, 2, 3-TIP.

Academic Plan Strategies:

- Teaching teams will plan together during their PLC using the Data Team Process.
- Data Team Process: 1. Collect and chart fresh data results. 2. Analyze results and agree on power need concept or skill. 3. Establish a goal. 4. Determine and implement research-based instructional strategies. 5. Use results indicators to create a Common Formative Assessment. 6. Complete collaborative scoring of assessment.

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/172864>.

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

see PIP attachment

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
Cosh, Judy	Principal
Boyers, Kelli	Assistant Principal
Albert, Lynn	Instructional Coach
Colella, Tina	Teacher, K-12
Dall-Repp, Tracy	Teacher, PreK
Harris, Melissa	Teacher, K-12
Johnson, Cindy	Teacher, ESE
Reams, Melanie	Teacher, K-12
Rogers, Lori	Teacher, K-12
Strom, Heather	Teacher, K-12
Trezise, April	Teacher, K-12
Wolfe, Meghan	Teacher, K-12
Woods, Jennifer	Instructional Coach

Duties

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

Each member of the leadership team is responsible for building and leading Professional Learning Communities within our school. Each member of the team meets together monthly where we sharpen our skills as facilitators in order to lead the teaching teams of teachers. The priority of our work is focused on building Step 0 components within teams and planning using the Data Team Process which occurs on a weekly basis. The leadership team also identifies needs from each member of their teaching teams and brings concerns and accomplishments for the leadership to reflect on next steps needed for continual improvement. The district also support the facilitators through professional development opportunities four times a year.

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 prioritized focus of improvement is on CORE instruction since our overall school data is not indicating proficiency for a large population of students. Our grade-levels teams problem-solve around their CORE instruction using the Data Team Process, latest classroom, district, or state data. This occurs on a weekly basis to maintain the fidelity of their actions plans. Instructional Communication Technology Coaches are assigned two grade-levels in order to coach teaching teams through cycles of improvement.

For T1er II and III identified students, teachers are provided a case-manager to develop and maintain

an intervention plan. The plan is implemented outside the CORE instruction and monitored through on-going data which is then reviewed by the teacher and the case manager on a weekly to bi-weekly schedule. Modifications are made as necessary.

For students not responding to the Tier II or III interventions, problem-solving sessions are schedule with the teacher and the Student Based Leadership/Intervention Team. Current response to interventions are reviewed and a new action plan is created for implementation or the team may recommend moving forward with an in-depth evaluation.

Federal, state, and local funds, services, and programs will be coordinated and integrated to achieve our school mission: Helping students reach their highest potential. Our school's mission directly correlates to Pasco's Integrated System with a focus on fulfilling the promise of college, career, and life readiness for each and every student through professional learning communities, professional growth system and deeper learning. This integrated framework supports our school's two school improvement goals:

1: All teachers will implement effective standards based instruction (FL State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).

2: Students will enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials/standards.

All decisions regarding professional development as well as the allocation of resources and funds will be based on their support of our school's mission and two goals for school improvement.

Our Headstart program and plan for the transition to kindergarten directly correlate to our second goal regarding prerequisite knowledge and skills. Highly effective PLCs and data reviews will be instrumental in the achievement of both of these goals.

State and local funds as well as our Title I budget plan provide additional resources, support, and time for Step 0, our foundational work, as well as ongoing planning and professional development around standards based instruction and best practices. MTSS will support our school's progress towards our district and school mission with a focus on improving our core (Tier I) instruction and common assessment data. In addition, we will use these funds to provide research based programs and materials for early intervention for students in Tiers II and III, our lowest 25% of students and all subgroups. Parent involvement including increased knowledge of standards based instruction and MTSS are essential components of our Title I budget and school improvement plan.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Judith Cosh	Principal
Cathy Jacobsen	Education Support Employee
Patricia Carrinton	Parent
Tom Jacobsen	Teacher
Elizabeth Pipe	Teacher
Jason Reinholz	Business/Community
Teresa Montanez	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

At our initial SAC meeting, the SIP was reviewed and approved by the members of the team. The following meetings were spent detailing how our particular goals were being achieved and the progress monitoring impact.

Development of this school improvement plan

One of the roles of SAC is to provide input in a reflective method, based on data, as to the outcomes achieved in the past year's action planning. Through the problem-solving approach, input was provided that influences the decision making into the upcoming year's plan. Once the current plan is written, they will also review the current plan and have input or be provided clarification as to the plans for improvement in the current year.

Preparation of the school's annual budget and plan

Preparation of the budget included surveys and face-to-face input at a SAC meeting. From there, a Guiding Coalition team was coordinated to create a detailed plan of how the funds would be spent.

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

Funds will be utilized to provide substitutes for classroom teachers. During this release time, teachers will be given one-on-one time to complete student assessments and monitor the fidelity of level checks on entry requirements with Reading.

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
Wolfe, Meghan	Teacher, K-12
Strom, Heather	Teacher, K-12
Reams, Melanie	Teacher, K-12
Harris, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the Lead Literacy Team will have the focus of promoting a "Love of Reading". Every Wednesday, the staff wears their "Love of Reading" t-shirts. They move around campus with a favorite book in hand to suggest and share with children. Teachers use the IRLA program as a tool for assessment of reading skills. Students are leveled using a coloring system. Celebrations of The team leads teachers in discussions around the components of an effective integrated humanities block. This work will be geared towards improving teaching and learning in Literacy across all grade levels. The second major initiative is to build teacher capacity in writing instruction. This work will begin as a book study using Lucy Calkins Units of Study. However, the focus will change after initial understanding has been developed. After practice and coaching opportunities, this group will then

become the models of writing instruction and will provide the teachers at Gulf Highlands the opportunity to visit and observe quality writing instruction.

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 engage weekly through Professional Learning Communities with a focus on student achievement. Each team has one or two teachers identified as the Facilitator. This facilitator participates in district and school support training to sharpen their facilitation skills. Each facilitator works collaboratively with their teams to build Step 0 components, which focus on clarifying their purpose and connecting their work to our school's mission, vision, values and priorities. They establish team norms and expectations and assign roles to each member. They clarify structures, processes and protocols: connect instructional talk, planning and practice. They choose common assessments and standardization of administration. They also work on building a common language and understanding of the standards and use of instructional best practices.

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

As administrators, we have high expectations when setting our screening criteria for interviewing new staff. Our interview process involves both administrators, as well as, when possible, the participation of the impacted staff members that would be working closely with the new hire. We communicate openly with our current staff when openings are available so they can make contacts for any interested applicants.

For the retention of our highly qualified staff, we create a climate of consistency, caring and shared decision making. We encourage collaboration with a high level of support with continued professional development.

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

New teachers in their first year of teaching, or second if they are alternative certified receive an assigned mentor. Our pairings are thoughtful with taking into consideration a mentor who would have the experience, confidence, and expertise in the same, if not past experience in the same grade level. Activities include weekly conferencing, collaborative planning for learning, responding to learning, and orientating the new teacher to systems and procedures of the school. The mentor may model lessons, coach, and observe with feedback as necessary.

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

Teachers plan weekly using a model of planning adopted from Wiggins and McTighe, the backwards planning model. All teachers have been trained in how to use the Data Team Process which put the end in mind as the first step in the planning for instruction model. Standards are broken down into what students need to Know, Understand, and Do charts by our district departments in ELA and Mathematics. Teachers follow these guides and analyze and modify based on the learners in their

classrooms. Materials provided are standards aligned which may include adopted text, purchased school resources, district or community supplied resources.

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

As each team is using the Data Team Process to plan for instruction, the very first piece of vital information, is the use of current data. Teachers will identify every students' progress towards mastery of a learning target, identify the teacher that had the most significant impact on learning, and regroup students within their teaching teams to be retaught, provided more practice, or challenged based on the students' results. The students in the lowest quartile, based on last year's state assessment, have already been identified and specific names have been provided to each teacher. With this information, teachers will scaffold the learning and provide additional prompting, questioning, and resources to guide the needs of the diverse learners.

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: 120

Students in the 3rd grade are invited to attend and Extended Day Program twice a week for 60 minutes each day. The identified students are chosen based on data and show significant gaps in their grade level standards. The students spend time previewing, reviewing, and practicing the needed standards, content and foundational, to close those gaps.

Strategy Rationale

Our goal is to Accelerate their learning to increase learning gains. Student Conferencing with identified Power Goals are taught and supported through an Independent Reading Program, Action 100.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boyers, Kelli, kboyers@pasco.k12.fl.us

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

Classroom Assessments, including the IRLA data, is tracked to identify rate of growth and continued areas of focus.

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

At Gulf Highlands we have three different preschool programs. We have Headstart, Pre-K Varying Exceptionalities, and TALK, which is a preschool program designed to provide intensive Speech and Language support. These students are closely monitored throughout the year. Mid-year, we have pre-K articulation meetings designed to create a plan to assist the students with transition. The teachers also work closely and collaborate with our kindergarten teachers to ensure vertical coherence.

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

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

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

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Communicate effectively through informational or opinion writing.
- G2.** Increase student achievement in Math as measured by classroom, school and state assessments.

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. Communicate effectively through informational or opinion writing. 1a

G042070

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Instructional Coaches Writing PD on Writing to Sources Writers Workshop Research

Targeted Barriers to Achieving the Goal 3

- Teachers are not equipped to teach writing with the requirements for new Writing Assessment.

Plan to Monitor Progress Toward G1. 8

Discovery Ed Data

Person Responsible

Lynn Albert

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

The Language section of the Discovery Ed data will be collected and displayed for grades 2-5.

Plan to Monitor Progress Toward G1. 8

Ready GEN Unit Writing Student Work Samples

Person Responsible

Lynn Albert

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Student Work samples will be collected, grade level proficiency will be calculated and displayed on the school data wall.

G2. Increase student achievement in Math as measured by classroom, school and state assessments. 1a

G039521

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	43.0

Resources Available to Support the Goal 2

- Master Schedule with blocks for planning Using Florida Standards to Enhance Classroom Instruction Data Team Process- DuFour's planning for learning cycle Backwards planning template Marzano's Framework for Intentional Planning District created Math Units

Targeted Barriers to Achieving the Goal 3

- Implementation of effective strategies offered through PD is not consistent throughout the building.

Plan to Monitor Progress Toward G2. 8

Student data will be analyzed: classroom assessments, district assessments, and state assessments.

Person Responsible

Kelli Boyers

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Data charts

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. Communicate effectively through informational or opinion writing. **1**

 G042070

G1.B1 Teachers are not equipped to teach writing with the requirements for new Writing Assessment. **2**

 B102385

G1.B1.S1 Provide Professional Development opportunities to improve instruction. **4**

 S113584

Strategy Rationale

Increase teachers' knowledge about teaching strategies and support their implementation.

Action Step 1 **5**

Teachers will complete an Authentic Learning Unit to develop their knowledge and understanding of the Writing standards.

Person Responsible

Judy Cosh

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Teachers will complete the work related to their learning

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

Teachers will sign up for our school-wide PD using the Avatar.

Person Responsible

Judy Cosh

Schedule

On 9/26/2014

Evidence of Completion

Avatar will monitor each teachers enrollment in our school-wide course

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

Teachers will use the framework of Writer's Workshop to teach grade-level standards.

Person Responsible

Judy Cosh

Schedule

Daily, from 9/26/2014 to 5/29/2015

Evidence of Completion

observations, schedules, student work samples

G2. Increase student achievement in Math as measured by classroom, school and state assessments. 1

G039521

G2.B1 Implementation of effective strategies offered through PD is not consistent throughout the building.

2

B095325

G2.B1.S1 Grade Level PLCs will work through Data Team to create common formative assessments.

4

S106445

Strategy Rationale

Ensuring a common way to measure progress on Florida Math Standards.

Action Step 1 5

Provide every grade level opportunity to learn effective strategies

Person Responsible

Judy Cosh

Schedule

Every 6 Weeks, from 9/26/2014 to 5/29/2015

Evidence of Completion

Attendance of PD, lesson plans, observations of implementation

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

Coaching cycles provided

Person Responsible

Lynn Albert

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk throughs, coaching logs

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

The amount of students reaching proficiency on Unit tests will increase

Person Responsible

Kelli Boyers

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

% of students reaching proficiency as displayed on the data wall

G2.B1.S2 Grade Level PLCs will analyze data from common assessments. Teaching teams will intervene immediately by grouping students and reteaching appropriate content. 4

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Strategy Rationale

Ensures a viable and equitable curriculum across the grade level and guides future instruction.

Action Step 1 5

Each classroom teacher will have a data wall which includes data, instructional strategies used in delivery, desired result based on SMART goals and actual student results.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 6/12/2015

Evidence of Completion

Weekly PLCs involved in the Planning for Learning and Responding to Learning Cycles

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

PLC Team summaries, which includes Data Team process and data analysis.

Person Responsible

Judy Cosh

Schedule

Every 2 Months, from 9/2/2014 to 6/12/2015

Evidence of Completion

Lesson plans, side-by-side planning with coaches and administration

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

Unit Assessments and DE Math Data

Person Responsible

Judy Cosh

Schedule

Biweekly, from 9/2/2014 to 6/12/2015

Evidence of Completion

Student Data

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
G2.B1.S1.A1	Provide every grade level opportunity to learn effective strategies	Cosh, Judy	9/26/2014	Attendance of PD, lesson plans, observations of implementation	5/29/2015 every-6-weeks
G2.B1.S2.A1	Each classroom teacher will have a data wall which includes data, instructional strategies used in delivery, desired result based on SMART goals and actual student results.		9/2/2014	Weekly PLCs involved in the Planning for Learning and Responding to Learning Cycles	6/12/2015 weekly
G1.B1.S1.A1	Teachers will complete an Authentic Learning Unit to develop their knowledge and understanding of the Writing standards.	Cosh, Judy	9/26/2014	Teachers will complete the work related to their learning	5/29/2015 quarterly
G1.MA1	Discovery Ed Data	Albert, Lynn	9/26/2014	The Language section of the Discovery Ed data will be collected and displayed for grades 2-5.	5/29/2015 quarterly
G1.MA2	Ready GEN Unit Writing Student Work Samples	Albert, Lynn	9/26/2014	Student Work samples will be collected, grade level proficiency will	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				be calculated and displayed on the school data wall.	
G1.B1.S1.MA1	Teachers will use the framework of Writer's Workshop to teach grade-level standards.	Cosh, Judy	9/26/2014	observations, schedules, student work samples	5/29/2015 daily
G1.B1.S1.MA1	Teachers will sign up for our school-wide PD using the Avatar.	Cosh, Judy	9/26/2014	Avatar will monitor each teachers enrollment in our school-wide course	9/26/2014 one-time
G2.MA1	Student data will be analyzed: classroom assessments, district assessments, and state assessments.	Boyers, Kelli	9/26/2014	Data charts	5/29/2015 monthly
G2.B1.S1.MA1	The amount of students reaching proficiency on Unit tests will increase	Boyers, Kelli	9/26/2014	% of students reaching proficiency as displayed on the data wall	5/29/2015 monthly
G2.B1.S1.MA1	Coaching cycles provided	Albert, Lynn	9/26/2014	Lesson plans, walk throughs, coaching logs	5/29/2015 weekly
G2.B1.S2.MA1	Unit Assessments and DE Math Data	Cosh, Judy	9/2/2014	Student Data	6/12/2015 biweekly
G2.B1.S2.MA1	PLC Team summaries, which includes Data Team process and data analysis.	Cosh, Judy	9/2/2014	Lesson plans, side-by-side planning with coaches and administration	6/12/2015 every-2-months

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. Communicate effectively through informational or opinion writing.

G1.B1 Teachers are not equipped to teach writing with the requirements for new Writing Assessment.

G1.B1.S1 Provide Professional Development opportunities to improve instruction.

PD Opportunity 1

Teachers will complete an Authentic Learning Unit to develop their knowledge and understanding of the Writing standards.

Facilitator

Judy Cosh, Kelli Boyers

Participants

K-5 Teachers

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

G2. Increase student achievement in Math as measured by classroom, school and state assessments.

G2.B1 Implementation of effective strategies offered through PD is not consistent throughout the building.

G2.B1.S1 Grade Level PLCs will work through Data Team to create common formative assessments.

PD Opportunity 1

Provide every grade level opportunity to learn effective strategies

Facilitator

Dan Wolfe

Participants

K-5 grade Teachers

Schedule

Every 6 Weeks, from 9/26/2014 to 5/29/2015

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