Highlands Grove Elementary School

2014-15 School Improvement Plan

Highlands Grove Elementary School

4510 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

www.polk-fl.net/highlandsgrove

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	53%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	37%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the 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.

Table of Contents

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	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

The vision of Highlands Grove elementary is to meet the learning needs of our diverse community. We see teachers, students, and parents working together to help each student reach their highest level of academic and personal achievement. We expect the environment to be safe and positive so students excel academically and creatively.

Provide the school's vision statement

Our mission at Highlands Grove is to provide each student with the tools and skills to learn at their optimal level. Teachers, students and parents will work together to provide a safe environment to nurture lifelong learners who will become responsible members of a changing society.

School Environment

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

Teachers at Highlands Grove are either already certified or are becoming certified on strategies for teaching students who have English as a second language. These classes provide insights into the various cultures and traditions of our students so the teachers are aware and sensitive to the cultural differences. An alternate activity is provided for students who may not be able to participate in school wide programs due to religious or cultural beliefs.

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

Security is of the utmost importance at Highlands Grove. The campus is completely fenced. Gates are only open at arrival and dismissal times and they are monitored by school staff. Only students may enter the gates. Parents and other visitors have to check in to the office, have their licenses scanned and receive a visitors pass. Students receive a backpack tag to indicated how they get home, car rider, bus rider, kid care and staff monitor to be sure that students get on the correct bus. Car riders are not permitted to enter a car unless the parent had the proper car tag to pick them up. Car ramp and bus ramp are monitored in an orderly manner by school staff. Highlands Grove's school wide expectations are that students are responsible, respectful, really safe and ready to learn.

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

Highlands Grove uses Positive Behavior Support as our school wide plan for behavior. The schools expectations are that students are respectful, responsible, really safe and ready to learn. The teachers are provided lesson plans and teach the students lessons on how these expectations are to be met in the classroom, on the sidewalk, cafeteria, bus ramp, etc. Students are rewarded with hero bucks for following the expectations. The school sponsors rewards for the students who meet them. The teachers are given a discipline flow chart that indicates strategies for dealing with minor or major infractions. The school has a PBS team that meets monthly to examine discipline data and offer

assistance and training to staff. Parents receive information about the PBS plan at the beginning of each year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Highlands Grove has a Problem Solving team that meets weekly to address students academic, social, emotional or behavior concerns. The team consists of ESE teachers, school counselor, school psychologist, school administration and teachers. Interventions are implemented and monitored. ESE teachers and the counselor offer social skills counseling. The school psychologist, counselor and social worker counsel individually with students and offer assistance to parents with community agency referrals. The school social worker will make home visits as needed to help with families who may need assistance. We also, have a mentoring program called Helping Heroes where students who need more support are matched with a staff member and use the check in check out system.

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

There are serveral interventions that in place at Highlands Grove Elementary: Child Study Teacm, PBS team, and attendance committee. The child study team/attendance committee reviews all attendance with a focus on students who have habitual attendance problems. The AP, guidance counselor and the social work in collaboration to determine next steps with students that are experiencing difficulty coming to school.
The PBS team looks at both academic and behavior data to determine areas of concern school wide. The team looks at grade and school wide trends. Interventions are discussed and implemented for those students where it is required.

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	12	8	10	19	12	12	73
One or more suspensions	0	0	0	1	3	3	7
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

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

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

* Increase communication regarding student absences.
* Support from School Social Worker with home visits for students with excessive absences.
* School messenger attendance messages
*Monthly PBS Team Meetings.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our school utilizes our PTO, SAC newsletters, teacher conferences and our Connect Ed - telephone outreach service to communicate with parents. The parent portal is promoted for parents to keep informed of their child's progress between interim and report card dates. Parent nights and orientation day are planned for parents to become acquainted with their child's teacher and classroom. Evening student performances for parents encourage a positive relationship with families.

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

The School Advisory Committee is a conduit that provides information for the community and the school that supports student achievement.

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
Uria, Erin	Principal
Henry, Ben	Assistant Principal
Richey, Maryl	Guidance Counselor
	Instructional Media

Duties

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

The team members meet monthly and as needed to solve school issues and collaborate to review progress monitoring data. They review grade level and classroom level data to identify students who are meeting/exceeding benchmarks, or who are at moderate or high risk for not meeting benchmarks. They identify professional development and resources to facilitate instructional strategies to support learning.

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 leadership team works collaboratively to identify and align resources. A team approach is often used in hiring new staff members, working together to identify potential applicants and participate in team interviews. The team collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Resources are inventoried by grade level or in a central area by the assistant principal. The team collaborates to identify the best use of resources.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cindy Franks	Principal
Ben Henry	Education Support Employee
	Student
Eydie Hicks	Teacher
Meagan Franklin	Teacher
Maryl Richey	Teacher
Gina Brackman	Teacher
Mercedes Fitzsimmons	Education Support Employee
Tom Darby	Parent
Emory Dant	Parent
Coy Lindsey	Parent
Dawn Malkowski	Parent
Brandi Phakousonh	Parent
Brad Rhoden	Parent
T J Graham	Parent
Karrie Shelnut	Parent
Jacki Short	Parent
	Student

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

The SAC evaluates the effectiveness of last year's school improvement plan and makes suggestions
for the current year plan.

Development of this school improvement plan

The SAC makes suggestions for the school improvement plan after reviewing school academic
status.

Preparation of the school's annual budget and plan

The SAC reviews the budget, makes suggestions, and votes on the use of lottery funds.

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

Lottery funds were provided at the end of last year. The SAC voted to allocate the funds to the AR
program and/or the after-school tutoring program.

***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
Athans, Courtney	Teacher, K-12
Bennett, Mary	Teacher, K-12
Brackman, Gina	Teacher, K-12
Franklin, Meagan	Teacher, K-12
Henry, Ben	Assistant Principal
Northrop, Laura	Teacher, K-12
Uria, Erin	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy by analyzing data and providing professional development and resources
for teachers. They met before teachers reported in August to analyze our school grade information
and plan professional development for teacher preplanning days. They surveyed the staff for
professional development and resource needs and plan monthly professional development
accordingly.

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

One way that Highlands Grove encourage positive working relationships with teachers is participation in Grade-Level Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Highlands Grove works with local colleges to place many high quality interns with our teachers, both in final internships and in field studies internships. We have hired and retained many interns who are very high quality. The administrators have gone on recruiting trips out of state to seek highly qualified candidates. New staff members work with their grade level teams in collaborative groups to ensure that they have the support needed to be successful.

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

New teachers are placed with veteran teachers who help support them through their first few years. Teachers are hired with the culture of their grade level in mind to ensure successful inclusion into our school staff.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 120 minute reading block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of

study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL

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: After School Program

Minutes added to school year: 2,400

After school tutoring is provided for struggling students in math or reading.

Strategy Rationale

Extra time provided in very small group settings will provide support for struggling students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Henry, Ben, benjamin.henry@polk-fl.net

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

We will collect ongoing assessment data using tests provided by our district and FAIR testing. Test results will be analyzed to determine if adequate growth is being achieved.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.   Increase written response to math problems so all students can support and defend answers through use of critical thinking.

G2.   Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.

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 written response to math problems so all students can support and defend answers through use of critical thinking. 1a

🔍 G052960

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
Math Gains	79.0
Math Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- Professional Development
- Data Chats
- PLC - Professional Learning Community

Targeted Barriers to Achieving the Goal 3

- specific time for collaborative learning

Plan to Monitor Progress Toward G1. 8

PLC meetings

Person Responsible
Ben Henry

Schedule
On 5/29/2015

Evidence of Completion
Formative Assessments embedded in Curriculum Maps

G2. Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners. `1a`

🔑 G041827

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Reading - All Students	75.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal `2`

- FSA Standards and district curriculum maps

- Common planning time for grade levels

- Grade level departmentalization PLCs grades 2-5

- Progress Monitoring Data

- Textbooks and manuals in core areas that support instruction in Florida Standards

Targeted Barriers to Achieving the Goal `3`

- Lack of effective instructional strategies and differentiated instruction in language arts

Plan to Monitor Progress Toward G2. `8`

Review results of differentiated instruction and assessments

Person Responsible
Erin Uria

Schedule
Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion
Ongoing assessments and FSA achievements

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 written response to math problems so all students can support and defend answers through use of critical thinking. 1

🔑 G052960

G1.B1 specific time for collaborative learning 2

🔑 B133428

G1.B1.S1 specific time for collaborative learning 4

🔑 S145316

Strategy Rationale

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

Action Step 1 5

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

Person Responsible

Ben Henry

Schedule

On 5/29/2015

Evidence of Completion

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

Implementation of strategies gained during PLCs

> **Person Responsible**
>
> Ben Henry
>
> **Schedule**
>
> On 5/29/2015
>
> ***Evidence of Completion***
>
> Classroom use of instructional strategies learned from PLCs.

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

Attend PLC meetings

> **Person Responsible**
>
> Ben Henry
>
> **Schedule**
>
> On 5/29/2015
>
> ***Evidence of Completion***
>
> Formative Assessments embedded in Curriculum Maps

G2. Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners. 1

G041827

G2.B2 Lack of effective instructional strategies and differentiated instruction in language arts 2

B101859

G2.B2.S1 Create instructional language arts team to provide professional development and ongoing assistance for teachers 4

S113047

Strategy Rationale

Teachers need additional instruction in language arts strategies and personal assistance in planning and carrying out lessons

Action Step 1 5

A language arts team will be created to assist teachers with professional development

Person Responsible

Erin Uria

Schedule

On 8/14/2014

Evidence of Completion

language arts team roster, plans for professional development

Action Step 2 5

Language Arts Team will provide professional development and ongoing assistance for the teaching staff

Person Responsible

Erin Uria

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

professional development sign-in sheets, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will assist in planning and attend professional development opportunities provided for teachers by the Language Arts Instructional Team

Person Responsible

Erin Uria

Schedule

Monthly, from 8/14/2014 to 5/29/2015

Evidence of Completion

sign-in sheets, meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom observations, lesson plan and data tracking form checks

Person Responsible

Erin Uria

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

professional development logs, student data tracking forms, ongoing assessments, FSA achievement

G2.B2.S2 Organize paras and support personnel to leverage assistance to struggling students in language arts 4

🔑 S113205

Strategy Rationale

Struggling students need additional assistance to achieve grade level success

Action Step 1 5

Initiate data chats with each grade level and administration will attend grade level meetings

Person Responsible

Erin Uria

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

student data tracking forms, grade level team notes

Action Step 2 5

Create support personnel schedules to leverage assistance to struggling students

Person Responsible

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

support personnel schedules, student data tracking forms

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom observations, schedule checks

Person Responsible

Erin Uria

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

classroom observation results, support personnel schedule checks, student data tracking forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

monitor ongoing assessments

Person Responsible

Erin Uria

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student data tracking forms, ongoing assessment results

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.B2.S1.A1	A language arts team will be created to assist teachers with professional development	Uria, Erin	8/14/2014	language arts team roster, plans for professional development	8/14/2014 one-time
G2.B2.S2.A1	Initiate data chats with each grade level and administration will attend grade level meetings	Uria, Erin	8/18/2014	student data tracking forms, grade level team notes	5/29/2015 weekly
G1.B1.S1.A1	Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.	Henry, Ben	8/25/2014		5/29/2015 one-time
G2.B2.S1.A2	Language Arts Team will provide professional development and ongoing assistance for the teaching staff	Uria, Erin	8/18/2014	professional development sign-in sheets, lesson plans, classroom observations	5/29/2015 monthly
G2.B2.S2.A2	Create support personnel schedules to leverage assistance to struggling students		8/18/2014	support personnel schedules, student data tracking forms	5/29/2015 monthly
G1.MA1	PLC meetings	Henry, Ben	8/25/2014	Formative Assessments embedded in Curriculum Maps	5/29/2015 one-time
G1.B1.S1.MA1	Attend PLC meetings	Henry, Ben	8/25/2014	Formative Assessments embedded in Curriculum Maps	5/29/2015 one-time
G1.B1.S1.MA1	Implementation of strategies gained during PLCs	Henry, Ben	8/25/2014	Classroom use of instructional strategies learned from PLCs.	5/29/2015 one-time
G2.MA1	Review results of differentiated instruction and assessments	Uria, Erin	9/15/2014	Ongoing assessments and FSA achievements	5/29/2015 biweekly
G2.B2.S1.MA1	Classroom observations, lesson plan and data tracking form checks	Uria, Erin	9/8/2014	professional development logs, student data tracking forms, ongoing assessments, FSA achievement	5/29/2015 weekly
G2.B2.S1.MA1	Administration will assist in planning and attend professional development opportunities provided for teachers by the Language Arts Instructional Team	Uria, Erin	8/14/2014	sign-in sheets, meeting notes	5/29/2015 monthly
G2.B2.S2.MA1	monitor ongoing assessments	Uria, Erin	9/8/2014	student data tracking forms, ongoing assessment results	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
G2.B2.S2.MA1	Classroom observations, schedule checks	Uria, Erin	9/8/2014	classroom observation results, support personnel schedule checks, student data tracking forms	5/29/2015 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 Opportuntities

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

G2. Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.

G2.B2 Lack of effective instructional strategies and differentiated instruction in language arts

G2.B2.S1 Create instructional language arts team to provide professional development and ongoing assistance for teachers

PD Opportunity 1

A language arts team will be created to assist teachers with professional development

Facilitator

Principal

Participants

Language Arts Team, Administration

Schedule

On 8/14/2014

PD Opportunity 2

Language Arts Team will provide professional development and ongoing assistance for the teaching staff

Facilitator

Language Arts Instructional Team

Participants

Teachers, Administration

Schedule

Monthly, from 8/18/2014 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**
Goal 2: Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.	900
Grand Total	**900**

Goal 2: Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.		
Description	**Source**	**Total**
B2.S1.A1 - Notes	General Fund	400
B2.S1.A2 - Notes	General Fund	500
Total Goal 2		**900**