

Myrtle Grove Elementary School



2014-15 School Improvement Plan

Myrtle Grove Elementary School

6115 LILLIAN HWY, Pensacola, FL 32506

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
49%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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	1	Melissa Ramsey
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 Myrtle Grove Elementary School is to provide students with an academic foundation which will effectively develop communication, cooperation, creativity, and critical thinking skills. Achievement of this goal will require parental, community, and technological involvement.

Provide the school's vision statement

Myrtle Grove Elementary School will provide experiences which will nurture a love to read and give our children the skills and strategies to obtain knowledge and know the joy of reading as they become independent, life-long learners.

School Environment

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

Myrtle Grove will implement Whole Brain strategies which allows students the opportunity to engage in learning. Teachers made phone calls to each parent before our school "Meet and Greet", they also make positive phone calls throughout the year, and they research cum folders to learn more about each student. Teachers greet their students at the door each morning.

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

Myrtle Grove is a Positive Behavior Support School. School wide behavior plans have been implemented recognizing positive behaviors and attitudes of students. We end our morning announcements every day by reciting our MGE rules: Be Respectful, Responsible, and Safe and let's make it a GREAT TIGER DAY!!

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

Myrtle Grove is a Positive Behavior Support School. School wide behavior plans have been implemented recognizing positive behaviors and attitudes of students. Teachers utilize infraction sheets to help monitor student behavior. With each infraction, interventions are established to work on appropriate behaviors. Students with good behavior are rewarded with "Tiger Paws" by any faculty/staff member. Some teachers choose to post the tiger paws on their classroom door, while others choose to post it on a bulletin board in the cafeteria set up for the purpose of recognizing those students/classes. Each week the class of the week is chosen according to how many "Tiger Paws" are on the bulletin board in the cafeteria. The winner is announced each week on the morning announcements.

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

The school guidance counselor is on hand to assist with counseling needs. We also have the counseling assistance of a Military Family Liason Counselor three days a week. The RtI/MTSS

committee meets to come up with strategies and interventions for students with needs. We also utilize mentors provided through the district mentoring program to assist students with academic needs, as well as, emotional needs.

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

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	8	18	24	19	17	17	103
One or more suspensions	0	4	3	6	2	7	22
Course failure in ELA or Math	0	3	5	4	6	2	20
Level 1 on statewide assessment	0	0	0	5	24	28	57

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	1	5	6	12	12	36

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

The PBS and School Leadership teams review data and share it with grade levels. This data is also shared with our School Advisory Committee. Strategies are reviewed at the PBS team meetings for any revisions deemed necessary.

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/173316>.

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

Myrtle Grove has a Volunteer/Community Coordinator. She contacts businesses for donations and volunteers to assist students with learning needs. Some of our business partners hold family nights and donate a percentage of the proceeds to the school to use for student needs. We also have volunteers come into the school to work with students.

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
Maloy, Robin	Principal
Gantt, Anita	Assistant Principal
Hardemann, Natalie	Instructional Coach
Johnston, Deb	Teacher, K-12
Mense, Cassie	Teacher, K-12
Myers, Laurie	Teacher, K-12
Pierce, Ann	Teacher, K-12

Duties

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

Principal: ensures that the school based team is implementing MTSS, including intervention support and documentation. The principal also ensures adequate professional development to support MTSS implementation. The team reviews progress monitoring data at the grade level and classroom level to identify students who meet or exceeds expectations, as well as, students who are at risk of not meeting benchmark expectations. The Leadership Team will use the information to determine professional development and resource needs. The team will also share effective practices when collaborating with other school colleagues and evaluate the implementation of those practices.

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 MTSS team meets on a weekly basis to review student progress through the MTSS. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and

make decisions about current and future implementation.

Title I, Part A Federal, state and local funds are used to provide the most effective programs and services to students and families at Myrtle Grove Elementary. Title I funds are used to supplement and enhance services for students and families. Our technology coordinator, math coach, and one teacher assistant for the computer lab are funded with Title I funds. In addition, supplies for Parental Involvement, Staff Development, and classroom supplies are provided. Additional staff development for faculty and staff are also funded by Title I. State funds (SAI) are used for classroom supplies and transportation fees for educational field trips.

Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system, it indicates that we have no migrant students. Any migrant students enrolled at Myrtle Grove will be provided specific support services. Specific data will be entered into our local data base system (TERMS) that indicate with specific Title I services the student will be provided. They may include: Attendance, Guidance, Psychology Services, Dental Services, Health Services, Nutrition assistance, Outreach, Advocacy, Social Work services, Transportation and/or Needs Assessment services. In addition, our assigned School Social worker will monitor the student's family very closely to assure all eligible services are rendered.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Myrtle Grove does not receive resources for Title I part D.

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities (in service education).

Services for English Language Learners (ELL) are provided as required by law. Several ELL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have or are working towards ESOL endorsement on their teaching certificate. Our school is not an ESOL center and we serve 4 ELL students.

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. This program is overseen by the District Title I office. At Myrtle Grove Elementary we have identified 3 homeless students and provide additional assistance to these students and their families.

Myrtle Grove uses SAI monies to buy additional classroom teaching supplies and materials for all K-5 and ESE classrooms. SAI monies are also sometimes used to fund transportation for educational field trips when needed.

The school offers non-violence and anti-drug programs to students that incorporate quest speaker, counseling, and classroom discussion. Red ribbon week is held in October with school-wide activities and guest speakers. Through our school's School Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnston Stand Up for All Students act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district has launched the "Bullying" reporting website where bullies may be reported anonymously.

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites.

Additional programs and staff will address the obesity issue, especially in elementary age children. Housing programs are offered at the district level and are overseen by the Title I District office. This program is not applicable to our school.

Head Start is offered through the school district although not applicable to Myrtle Grove Elementary. Adult Education is not applicable at Myrtle Grove Elementary, but evening programs are offered at high schools. A "second chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education is not applicable to Myrtle Grove Elementary.
 Job training is not applicable to Myrtle Grove Elementary,

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robin Maloy	Principal
Tawn Lopiccolo	Teacher
Geneva Lynch	Education Support Employee
Vivian Davenport	Parent
Leah Walton	Parent
Valerie Fisher	Parent
Alexandria Quesada	Parent
Brenda Williams	Parent
Mia Johnson	Parent
Susan Taylor	Parent
Mary Anne Winstead	Business/Community

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 committee reviewed last year's SIP. Parents offered suggestions for changes in the school goals during a SAC meeting.

Development of this school improvement plan

At the end of the school year, the SAC is asked to give input in goals and initiatives for the upcoming school year. The SAC is presented with a rough draft of the School Improvement Plan at the September/October meeting. The principal goes over the suggested goals and targets for the upcoming school year. The SAC is asked once again for suggestions/feedback to the proposed plan.

Preparation of the school's annual budget and plan

Once budgets are released, the administration and SAC review the budgets. Parents are allowed to give input.

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

There are no School Improvement funds allocated for Myrtle Grove Elementary at this time.

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
Maloy, Robin	Principal
Gantt, Anita	Assistant Principal
Johnston, Deb	Teacher, K-12
Mense, Cassie	Teacher, K-12
Myers, Laurie	Teacher, K-12
Pierce, Ann	Teacher, K-12
Hardemann, Natalie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Find research based strategies used to increase students learning gains.

Sunshine State Readers
Battle of the Books Competition

Implement successful strategies for differentiating small group reading instructions.

Have "Family Literacy Nights" to invite parents to the school to learn about reading strategies that can be used at home.

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

Each grade level is provided a common planning time each day. This allows time for teachers to discuss effective teaching strategies and review data. The administration staff meets monthly with each grade level to review data and teaching strategies and needs. Teachers are also encouraged to observe other teachers to receive ideas of effective teaching (subs are provided for some peer observations).

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

1. Review all applicants for job postings (Principal)
2. Conduct Team Interviews (Interview Team)
3. Partnering new teachers with veteran staff (Principal)
4. Encourage Highly Qualified teachers to supervise practicum students and student teachers from UWF (Principal)
5. Offer gifted certification classes for gifted teachers (Principal/Gifted Program Specialist)

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

Myrtle Grove Elementary has six new teachers and two teachers new to the district. The new teachers have been paired with a Consulting Teacher from the START program. At the school level they have all

been paired with a veteran mentor teacher in their grade level to help acclimate them to the school and county.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Escambia School District follows and teaches the Florida Standards to students. Curriculum purchased is aligned to these standards. Pacing guides are established from the district to ensure that standards are being taught throughout the year.

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

Discovery Education Assessment is administered three/four times per year. After each assessment, teachers and admin. review data. Teachers are able to use the reports from DE to drill down to specific benchmarks/standards not mastered and differentiate their instruction to meet the needs of their students based on these results. With progress monitoring, teachers create ability groups in order to meet individual needs of students during small group instruction.

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

Strategy: Extended School Day

Minutes added to school year: 60

The district has added an additional hour to the school day for additional ELA time.

Strategy Rationale

Students receive an extra hour of reading instruction with an emphasis on writing in response to reading. Last year 4th grade writing scores were very low indicating a need for extra writing instruction in all grades.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maloy, Robin, rmaloy@escambia.k12.fl.us

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

Discovery Education
Write Score
Quarterly writing assessments from the district

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

In the spring we schedule several local area pre-kindergarten programs and a Head-Start program to spend a morning in elementary school. The media specialist has a special reading circle time and the students participate in classroom activities during center time with our kindergarten classes. Then the students have a cookie and milk in the cafeteria to experience a lunch program. Registration materials are given to the lead teachers for the parents.

We also host a special conference with parents and students in early August just prior to school to discuss the requirements in Kindergarten, the report card, and parent activity nights for strategies to help students during the year. We hold conferences after school starts to offer strategies to help parents make the transition as well.

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 parent involvement in school related activities to assist parents with strategies to help their child(ren) be successful students and increase student achievement.

- G2.** Increase Student Engagement with effective small group instruction using content specific language.

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 parent involvement in school related activities to assist parents with strategies to help their child(ren) be successful students and increase student achievement. 1a

G044965

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Parent resource room, located in our Media Center, is available to parents four days a week during specific hours staffed with a Parent Educator to assist other parents in selecting material they could check-out and take home to use with their child(ren).
- Teacher leaders will work with grade levels to plan Parent Involvement activities, such as Family Literacy Night and Science Night.
- We have two computer labs which are available to parents during specific activities, such as Orientation, where parents used the labs to complete applications for Free/Reduced lunch, or during other parent events we will have throughout the year.
- We will host some of our parent involvement events in our Media Center. One of these events is our Character Book Family Literacy Night where our Media Specialist will be talking with parents about encouraging students to read award winning books and explaining about the Battle of the Books competition held in the spring. Also, the Media Center is open for circulation before school begins each day.

Targeted Barriers to Achieving the Goal 3

- Communication between administration and teachers about the types of parent activities offered need to be clear with a sound educational purpose in mind. Also, administration will need to ensure clear communication to parents and students about when these activities are to occur.

Plan to Monitor Progress Toward G1. 8

Final version of electronic and hard copy communication ready for release

Person Responsible

Anita Gantt

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Final version of electronic and hard copy communication released

G2. Increase Student Engagement with effective small group instruction using content specific language.

1a

G044966

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- PD - Student engagement--during pre-school week, our Literacy Coach provided Daily 5 training to all instructional personnel. She will continue to provide training in these strategies throughout the year. As we do CWT we will observe these strategies being used, and can determine if follow up training is necessary. She has also trained all special area teachers in "Close Reading".
- District content area specialists are available to provide training and follow up in areas needing more support based on observations during classroom walkthroughs.
- School-based trainers--We have subject area representative who attend district level meetings where information is given regarding each specific subject. These representatives then meet with our faculty to share this information. At times these representatives will be training the faculty on new strategies to teach certain skills.
- Our math/science coach visits classrooms observing math lessons and offers assistance to teachers when needed to help them incorporate small group activities to increase student engagement. She meets with each grade level on a bi-monthly basis. She also works with small groups of students who have been identified as low performers based on unit assessments.
- Our Instructional Coach visits classrooms observing reading, writing, and science lessons, and offers assistance to teachers as needed to increase student engagement. She meets with each grade level on a bi-monthly basis. She provides training on Kagan and Daily 5 strategies to all teachers.
- Pacing guides in all content areas have been provided through the district subject area specialists.

Targeted Barriers to Achieving the Goal 3

- We need to increase the capacity for our teachers to understand how to deliver a lesson while increasing student engagement and small group instruction effectively using content specific language.
- Data driven instruction and progress monitoring for planning and delivery must be addressed on a regular basis for student engagement to be used to its greatest potential.
- Communication of goals and expectations for all stakeholders is necessary so that we are all on the same page and are working towards the same outcome.
- Funds are necessary to be able to attain certain resources to help achieve our goal. These resources may be personnel related or in the form of material resources.

Plan to Monitor Progress Toward G2. 8

Increase Student Engagement across content areas through the use of effective small group instruction using content specific language.

Person Responsible

Robin Maloy

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Professional Development sign-in sheets, Classroom Walkthroughs, monthly data meetings, lesson plans, current assessment data (progress monitoring).

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 parent involvement in school related activities to assist parents with strategies to help their child(ren) be successful students and increase student achievement. **1**

 G044965

G1.B2 Communication between administration and teachers about the types of parent activities offered need to be clear with a sound educational purpose in mind. Also, administration will need to ensure clear communication to parents and students about when these activities are to occur. **2**

 B110852

G1.B2.S1 Send home a monthly newsletter to stakeholders informing them of any events occurring during each month so parents can plan ahead. **4**

 S122291

Strategy Rationale

Action Step 1 **5**

Obtain grade level and subject area event information about parent involvement opportunities occurring each month.

Person Responsible

Anita Gantt

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

By the third week of each month verify information has been collected from school personnel

Action Step 2 5

We will have several Family Literacy Nights for ELA, Math, and Science throughout the year to build capacity in families related to the Florida Standards and Next Generation Sunshine Standards.

Person Responsible

Robin Maloy

Schedule

Quarterly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Pre-post surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Verify data are received and entered into the monthly communication source. Attend grade level meetings each month.

Person Responsible

Schedule

Evidence of Completion

Draft version of communication resource reviewed monthly by administration. Grade level meeting logs and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Verify communication resource is ready for release, resources are ready for submission. Attend monthly grade level meetings.

Person Responsible

Schedule

Evidence of Completion

Hard copy and electronic copy of communication finalized and posted/sent home to parents and students. Grade level meeting logs and minutes.

G2. Increase Student Engagement with effective small group instruction using content specific language. 1

G044966

G2.B1 We need to increase the capacity for our teachers to understand how to deliver a lesson while increasing student engagement and small group instruction effectively using content specific language. 2

B110854

G2.B1.S1 Professional Development for planning and lesson delivery. We have already had some initial training and follow-up training for our teachers on student engagement strategies. This involved training on the Daily 5 strategies, Tyner method of word skills, close reading, and Whole Brain training. We will continue to monitor the need for additional training as needed. Our Literacy Coach will also provide training in Kagan strategies. 4

S122295

Strategy Rationale

Action Step 1 5

All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.

Person Responsible

Robin Maloy

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, observations from Administration, Instructional Coach and Math Coach.

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

All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.

Person Responsible

Robin Maloy

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthroughs with Administration, Instructional Coach, and Math Coach. Follow up training with facilitators.

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

All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.

Person Responsible

Robin Maloy

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthroughs, Lesson plans, Feedback from teachers, increased student achievement on assessment data.

G2.B5 Data driven instruction and progress monitoring for planning and delivery must be addressed on a regular basis for student engagement to be used to its greatest potential. 2

 B110858

G2.B5.S3 Professional Development for reading and interpreting data. We have had training and will continue to train our faculty on interpreting current data and how to use it to drive instruction in each classroom. 4

 S122301

Strategy Rationale

Action Step 1 5

Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.

Person Responsible

Robin Maloy

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Sign -in sheets, Agendas, training handouts

Action Step 2 5

During grade level meetings, Instructional Coaches will facilitate Unpacking the Standards for the units of study in Mathematics and ELA. The coaches will utilize the Item Specs and Standards as provided by the state.

Person Responsible

Natalie Hardemann

Schedule

Monthly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Coaches will turn in minutes from meetings, teacher lesson plans showing implementation, CWT

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.

Person Responsible

Robin Maloy

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, data meetings with administration and Coaches, agendas, training handouts

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 7

Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.

Person Responsible

Robin Maloy

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthroughs, Feedback from teachers, Data meetings with Administration and Coaches, progress monitoring of assessment data

G2.B6 Communication of goals and expectations for all stakeholders is necessary so that we are all on the same page and are working towards the same outcome. 2

 B110859

G2.B6.S2 We will conduct monthly grade level meetings with Administration and Literacy Coaches to review current assessment data. 4

 S122303

Strategy Rationale

Action Step 1 5

All teachers will participate in monthly grade level meetings with Administration and Coaches.

Person Responsible

Robin Maloy

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, minutes from grade level meetings

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

All teachers will participate in monthly grade level meetings with Administration and Coaches.

Person Responsible

Robin Maloy

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, minutes of meetings

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

All teachers will participate in monthly grade level meetings with Administration and Coaches.

Person Responsible

Robin Maloy

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Feedback from teachers and administration

G2.B7 Funds are necessary to be able to attain certain resources to help achieve our goal. These resources may be personnel related or in the form of material resources. 2

 B110860

G2.B7.S1 Increase technology related activities through Title I funds in order to provide practice with reading and math skills. 4

 S122305

Strategy Rationale

Action Step 1 5

Increase technology software and hardware to ensure our students and teachers have the most current and effective resources available.

Person Responsible

Robin Maloy

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Increase technology software, and hardware to ensure our students and teachers have the most current and effective resources available.

Person Responsible

Robin Maloy

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Increase technology software, and hardware to ensure our students and teachers have the most current and effective resources available.

Person Responsible

Robin Maloy

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized, feedback from teachers on what the data shows to the effectiveness of software programs.

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.B2.S1.A1	Obtain grade level and subject area event information about parent involvement opportunities occurring each month.	Gantt, Anita	9/1/2014	By the third week of each month verify information has been collected from school personnel	5/29/2015 monthly
G2.B1.S1.A1	All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.	Maloy, Robin	8/11/2014	Sign-in sheets, observations from Administration, Instructional Coach and Math Coach.	5/29/2015 monthly
G2.B5.S3.A1	Professional development will be offered to classroom teachers and	Maloy, Robin	9/1/2014	Sign -in sheets, Agendas, training handouts	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.				
G2.B6.S2.A1	All teachers will participate in monthly grade level meetings with Administration and Coaches.	Maloy, Robin	9/2/2014	Sign-in sheets, minutes from grade level meetings	5/29/2015 monthly
G2.B7.S1.A1	Increase technology software and hardware to ensure our students and teachers have the most current and effective resources available.	Maloy, Robin	8/11/2014	Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized.	5/29/2015 annually
G1.B2.S1.A2	We will have several Family Literacy Nights for ELA, Math, and Science throughout the year to build capacity in families related to the Florida Standards and Next Generation Sunshine Standards.	Maloy, Robin	10/30/2014	Pre-post surveys, sign-in sheets	5/29/2015 quarterly
G2.B5.S3.A2	During grade level meetings, Instructional Coaches will facilitate Unpacking the Standards for the units of study in Mathematics and ELA. The coaches will utilize the Item Specs and Standards as provided by the state.	Hardemann, Natalie	11/10/2014	Coaches will turn in minutes from meetings, teacher lesson plans showing implementation, CWT	5/29/2015 monthly
G1.MA1	Final version of electronic and hard copy communication ready for release	Gantt, Anita	9/1/2014	Final version of electronic and hard copy communication released	5/29/2015 monthly
G1.B2.S1.MA1	Verify communication resource is ready for release, resources are ready for submission. Attend monthly grade level meetings.		Hard copy and electronic copy of communication finalized and posted/sent home to parents and students. Grade level meeting logs and minutes.	once	
G1.B2.S1.MA1	Verify data are received and entered into the monthly communication source. Attend grade level meetings each month.		Draft version of communication resource reviewed monthly by administration. Grade level meeting logs and minutes.	once	
G2.MA1	Increase Student Engagement across content areas through the use of effective small group instruction using content specific language.	Maloy, Robin	9/1/2014	Professional Development sign-in sheets, Classroom Walkthroughs, monthly data meetings, lesson plans, current assessment data (progress monitoring).	5/29/2015 weekly
G2.B1.S1.MA1	All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.	Maloy, Robin	9/1/2014	Classroom Walkthroughs, Lesson plans, Feedback from teachers, increased student achievement on assessment data.	5/29/2015 weekly
G2.B1.S1.MA1	All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.	Maloy, Robin	9/1/2014	Classroom Walkthroughs with Administration, Instructional Coach, and Math Coach. Follow up training with facilitators.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.MA1	Increase technology software, and hardware to ensure our students and teachers have the most current and effective resources available.	Maloy, Robin	8/11/2014	Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized, feedback from teachers on what the data shows to the effectiveness of software programs.	5/29/2015 annually
G2.B7.S1.MA1	Increase technology software, and hardware to ensure our students and teachers have the most current and effective resources available.	Maloy, Robin	8/11/2014	Number of technology interventions (e-tickets), computer lab schedule, number of new computers purchased, software programs being utilized.	5/29/2015 annually
G2.B6.S2.MA1	All teachers will participate in monthly grade level meetings with Administration and Coaches.	Maloy, Robin	9/2/2014	Feedback from teachers and administration	5/29/2015 monthly
G2.B6.S2.MA1	All teachers will participate in monthly grade level meetings with Administration and Coaches.	Maloy, Robin	9/2/2014	Sign-in sheets, minutes of meetings	5/29/2015 monthly
G2.B5.S3.MA1	Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.	Maloy, Robin	8/11/2014	Classroom Walkthroughs, Feedback from teachers, Data meetings with Administration and Coaches, progress monitoring of assessment data	5/29/2015 monthly
G2.B5.S3.MA1	Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.	Maloy, Robin	8/11/2014	Sign-in sheets, data meetings with administration and Coaches, agendas, training handouts	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase Student Engagement with effective small group instruction using content specific language.

G2.B1 We need to increase the capacity for our teachers to understand how to deliver a lesson while increasing student engagement and small group instruction effectively using content specific language.

G2.B1.S1 Professional Development for planning and lesson delivery. We have already had some initial training and follow-up training for our teachers on student engagement strategies. This involved training on the Daily 5 strategies, Tyner method of word skills, close reading, and Whole Brain training. We will continue to monitor the need for additional training as needed. Our Literacy Coach will also provide training in Kagan strategies.

PD Opportunity 1

All classroom teachers will understand how to facilitate effective small group instruction using content specific language to increase student engagement.

Facilitator

Teacher leaders, Instructional coach, Math/Science Coach, and District Subject Area specialist

Participants

Classroom teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G2.B5 Data driven instruction and progress monitoring for planning and delivery must be addressed on a regular basis for student engagement to be used to its greatest potential.

G2.B5.S3 Professional Development for reading and interpreting data. We have had training and will continue to train our faculty on interpreting current data and how to use it to drive instruction in each classroom.

PD Opportunity 1

Professional development will be offered to classroom teachers and other faculty members to assist with developing an understanding of reading and interpreting data to drive instruction.

Facilitator

Administration, Instructional Coaches, District/State subject area specialists

Participants

instructional personnel

Schedule

Monthly, from 9/1/2014 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 Student Engagement with effective small group instruction using content specific language.	51,000
Grand Total	51,000

Goal 2: Increase Student Engagement with effective small group instruction using content specific language.		
Description	Source	Total
B1.S1.A1	SIG 1003(a)	21,000
B7.S1.A1 - We will purchase new computers to establish another computer lab and disburse computers in classrooms throughout the school.	Title I Part A	30,000
Total Goal 2		51,000