

Ballast Point Elementary School



2014-15 School Improvement Plan

Ballast Point Elementary School

2802 W BALLAST POINT BLVD, Tampa, FL 33611

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
40%

Alternative/ESE Center
No

Charter School
No

Minority
36%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

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	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

Ballast Point will be a school recognized for academic excellence and community responsibility.

Provide the school's vision statement

Ballast Point...Pointing the way to greatness in school and in the community.

School Environment

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

Ballast Point has several events that bring in the families to help build relationships. One activity that administration helps foster is Chat with the Principal. During this program each grade level receives information that is relative to the specific grade, we also give the parents the opportunity to ask questions about programs that are on campus. We also have two dates set for Conference Night and invite our families in to discuss student progress.

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

Safety is priority for us at Ballast Point, in the mornings we have all available personal around the building to ensure students are walking in with supervision. We also have a program called Morning Mile and each grade level rotates daily outside to help with supervision. During the day, our teachers work to create a classroom of respect and rapport so that students feel safe. In the afternoons, all teachers help with dismissal.

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

Each classroom has set rules but when students are not following rules the teachers give students a verbal warning, followed by a color change of their card, then if they continue with misbehaviors students will come to the office with a Ballast Point referral.

Ballast Point uses Character Education to teach the students about specific traits that will help them be successful in the future. Each month our teachers select one student from each class that has demonstrated this character trait to a special breakfast and parents are invited. We also publish these names in our monthly newsletter that goes homes.

Another program our guidance counselor does is Proud and Winning Students. This gives the teachers the opportunity to select a student who has either made good choices, made academic gains and/or is trying real hard in school to come on the morning show. These students are showcased on our closed circuit show, receive a pencil and they receive a free t-shirt (from one of our business partners). The students enjoy showing off that they have been a Proud And Winning Student by wearing their shirts on Friday.

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

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
 - o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
 - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
 - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - o Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

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

Early warning indicators include:

Attendance (5 or more absences of any type per grading period)

One or more suspension (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

Level 1 FCAT score

Early warning system data can come from the following sources:

**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems:

Person Responsible/Group Responsible.

FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.
 BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.
 DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.
 SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.
 FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.
 CELLA: Sagebrush (IPT); ELL/PSLT Representative.
 TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.
 DRA-2: School generated excel database; Individual teacher.
 **Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.
 ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.
 FAIR OPM: School generated excel database; Leadership Team/Reading Coach.
 ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.
 CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.
 RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.
 ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.
 DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

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	6	6	8	12	5	47
One or more suspensions	0	1	0	0	1	1	3
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	1	0	0	5	5	11

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

Indicator	Grade Level			Total
	1	4	5	
Students exhibiting two or more indicators	2	5	1	8

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

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

Ballast Point plans "Chat with the Principal" at each grade level. This provides the families the opportunity to ask questions about curriculum and assessment changes and it provides them with an open forum to discuss ways to make the school even better. Each class has a special breakfast set aside during the year to bring in the families to help build community within the classroom setting. The school publishes a monthly calendar of events and sends it home with each student. This information is also published on our school website. Each grade level has a website that is updated on a weekly basis to keep the families informed of what the children are learning. The school has two conference nights set, one in the fall and one in the spring. Our teachers also communicate with the families via student agendas and when necessary they set up additional conferences with parents.

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

Ballast Point is a tight little community and we have a partnership with the neighborhood association. This partnership has been ongoing for the past 90 years. We provide the association an opportunity to meet in on our campus when we have evening events. We also have a partnership with South Tampa Fellowship. They provide the school with a performance venue. We allow them to use our property for parking as well as when they have after church events. Our PTA works closely with neighborhood restaurants to schedule family nights. They provide the school with a percentage of the sales for the event.

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
Fitzpatrick, Debra	Principal
Hastings, Beth	Assistant Principal

Duties

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

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose of

the meeting)

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

• In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

- o Analyze student outcomes and make data-driven decisions:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
- o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
- o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
- o Develop and target interventions based on confirmed hypotheses.
- o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- o Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment,

remediation and intervention support at each tier.

- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ashley Heuser	Teacher
Debra Fitzpatrick	Principal
Rosemary Smith	Teacher
Matthew Brickman	Parent
Mari Supple	Teacher
Chad McCluskey	Parent
Andrea Alou	Teacher
Jill D'India	Parent
Terri Seckar-Rondeau	Teacher
Shana Levine	Parent
Michelle Book	Parent

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

After reviewing the 2013-2014 School Improvement Plan, Ballast Point met our Reading goal of % of students scoring at a Level 3 or above and % of students scoring at Levels 4 & 5 on FCAT. Ballast Point also met our Math goal with % of students scoring at Level 4 & 5 on FCAT. Unfortunately our learning gains and bottom quartile goals in Reading and Math were not met. Also, after reviewing our subgroups in math, each subgroup did not meet the goal set for the school year.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school

improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

Preparation of the school's annual budget and plan

This year we will look at the amount that has been budgeted in our SAC funds. One of our goals this year is to increase student attendance and work with those who have tardy concerns, so we are planning to use the monies to provide incentives for those selected students. We are also looking at increasing the number of students who are proficient in the bottom quartile and the additional dollars will help provide tutoring before and after school with selected students.

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

During the 2013-2014 school year, the SAC budget was used to purchase books for professional development for teachers. We purchased books that would focus on specific subject areas to help our teachers increase student data in Reading, Math, and Science. The amount we spent
 The books purchased were Preventing Misguided Reading by Jan Miller Burkins & Melody Croft
 How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson
 Reading and Writing Genre With Purpose by Duke
 5 Practices for Orchestrating Productive Mathematics Discussion by Margaret Smith

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
Fitzpatrick, Debra	Principal
Hastings, Beth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

- Principal
- Assistant Principal
- Reading Coach/Resource Teacher
- ESE Teacher
- ELL Representative
- Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach,

instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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 meets weekly to discuss curriculum calendars and plan lessons that are appropriate for each classroom. Ballast Point also has Professional Learning Community time scheduled on the second Tuesday of each month, during this time teachers meet vertically to hear the latest information that has been passed down to our curriculum leads and discuss the celebrations and concerns at each subject. Then we share out with the rest of the faculty so that everyone is aware of the wonderful things happening at the school. The PSLT team meet with each grade level at least three times a year to discuss students and how to help them academically and behaviorally through the MTSS/RtI process. The assistant principal also meets with teachers individually to discuss student progress, see student work and keep a log of grades to ensure students are progressing academically through the year.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at:

http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and

support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee.

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: 3,000

Students will work with a teacher in the morning and afternoons to understand specific concepts that will help them become better mathematicians and readers.

Strategy Rationale

Last year, Ballast Point focused on reading and our reading gains increased and our math gains decreased. To ensure that both of these areas increase during the 2014-2015 school year, we will bring back morning math clubs for those students that are having trouble understanding certain concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hastings, Beth, beth.hastings@sdhc.k12.fl.us

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

The district formative assessments will be used to determine which students are to be invited to the program. Then each unit assessment will be used to monitor student progress. When the next district formative is given we will look at the results and make additional changes with the focus of the morning program.

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 Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement

events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

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.** Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards.

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. Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards. 1a

G045346

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	77.0
Math Gains	65.0
Math Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- Reading Coach
- Book Study - Jigsaw with several different books
- Content Area Liasion
- Adminstrators
- District Resource Teacher for Math

Targeted Barriers to Achieving the Goal 3

- Stepping outside of teacher created comfort zone
- MTSS/Rtl accountability of ALL students
- Students who need additional interventions have attendance/tardy concerns.

Plan to Monitor Progress Toward G1. 8

EET observations/Classroom Walkthrough using critical attributes

Person Responsible

Beth Hastings

Schedule

Monthly, from 9/22/2014 to 6/1/2015

Evidence of Completion

School Modified Walkthrough Checklist

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. Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards. **1**

 G045346

G1.B2 Stepping outside of teacher created comfort zone **2**

 B111930

G1.B2.S1 Provide specific times for Vertical Teaming based on content area **4**

 S123347

Strategy Rationale

This will allow someone at each grade level the opportunity to hear what the district tells our curriculum "lead" teachers and then they can bring it back to the individual grade level for further implementation. These groups are also going to be reading specific books for subject area and discussing concepts and how they can implement strategies into lessons to engage students.

Action Step 1 **5**

Each grade level will have one person represent a content area and meet with other grade levels to talk about ways in which to engage student in the inquiry based investigations based on the district created calendar.

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 9/23/2014 to 5/12/2015

Evidence of Completion

Lessons will be turned in monthly and reviewed by leadership team to ensure teachers are planning ways for students to be "engaged" in the lesson through accountable talk.

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

Lessons will be turned in monthly and reviewed by leadership team to ensure teachers are planning ways for students to be "engaged" in the lesson through accountable talk.

Person Responsible

Debra Fitzpatrick

Schedule

On 6/1/2015

Evidence of Completion

Lesson plans will be reviewed with district curriculum guides and teachers plan for accountable talk.

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

Classroom Walkthroughs

Person Responsible

Debra Fitzpatrick

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Walkthrough checklist/EET observations

G1.B5 MTSS/Rtl accountability of ALL students 2

B111933

G1.B5.S1 PSLT will meet with grade levels to discuss student concerns at least three times a year. 4

S134494

Strategy Rationale

Over the past few years, we have been meeting to discuss students progress. This year the Problem Solving Leadership Team will work more closely to ensure the procedure is followed through so that our students do not fall through the "cracks".

Action Step 1 5

Each grade level will meet with PSLT to discuss initial, mid-year and 3/4-year data to determine if students need to go through the MTSS/Rtl process.

Person Responsible

Beth Hastings

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Student assessment scores based on district, state and class assessments.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

These meetings will be placed on the internal calendar and the data will be housed with the PSLT and teachers.

Person Responsible

Beth Hastings

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

The monthly calendar will be printed and highlighted with grade level Strategic Thinking and Problem Solving Data Chats highlighted. The grade level data will be housed in the academic review notebook in the assistant principal's office. The MTSS/Rtl paperwork process will be reviewed by the guidance counselor and psychologist to ensure the process is moving forward or if students need to continue with Tier 2 interventions.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Students who are brought up at the beginning of the school year have moved through the MTSS/ Rtl process and are either staffed in an ESE program. Or the teachers have found that the interventions that have been put into place are working well and student's grades are improving.

Person Responsible

Beth Hastings

Schedule

Quarterly, from 8/25/2014 to 6/5/2015


Evidence of Completion

During quarterly academic reviews, teachers will bring current data to the table and show administration that the interventions in place are working or not working. Discussion will occur at that time to determine next steps for students.

G1.B6 Students who need additional interventions have attendance/tardy concerns. 2

 B122660

G1.B6.S1 Students with attendance and tardy concerns will be selected for the BARK Club. 4

 S134561

Strategy Rationale

We have a number of 2nd, 3rd, 4th & 5th grade students that have a high percentage of tardies and absences. These students will be selected to meet with guidance counselor and assistant principal on a weekly basis to discuss their attendance from the previous week. Each month they will have a goal they need to reach and will receive incentives for coming to school daily and on-time.

Action Step 1 5

Review attendance record from previous year and first nine weeks to determine which students are to be invited to the BARK Club.

Person Responsible

Beth Hastings

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

At the end of the year, students who have participated in the BARK Club, their attendance pattern will decrease based on the report run by the Data Processor.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Individual students will have a monthly calendar with set goals that they need to meet. They will check off days they are in attendance.

Person Responsible

Beth Hastings

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Students will bring calendars with them and AP/Guidance Counselor will pull school level report to verify weekly attendance.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Students will meet weekly with assistant principal and guidance counselor to review attendance record from previous week.

Person Responsible

Beth Hastings

Schedule

Weekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Weekly attendance reports will be pulled to allow assistant principal and guidance counselor the opportunity to discuss individual student progress with attendance and tardies.

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	Each grade level will have one person represent a content area and meet with other grade levels to talk about ways in which to engage student in the inquiry based investigations based on the district created calendar.	Fitzpatrick, Debra	9/23/2014	Lessons will be turned in monthly and reviewed by leadership team to ensure teachers are planning ways for students to be "engaged" in the lesson through accountable talk.	5/12/2015 monthly
G1.B5.S1.A1	Each grade level will meet with PSLT to discuss initial, mid-year and 3/4-year data to determine if students need to go through the MTSS/Rtl process.	Hastings, Beth	8/25/2014	Student assessment scores based on district, state and class assessments.	6/1/2015 quarterly
G1.B6.S1.A1	Review attendance record from previous year and first nine weeks to	Hastings, Beth	10/13/2014	At the end of the year, students who have participated in the BARK Club,	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	determine which students are to be invited to the BARK Club.			their attendance pattern will decrease based on the report run by the Data Processor.	
G1.MA1	EET observations/Classroom Walkthrough using critical attributes	Hastings, Beth	9/22/2014	School Modified Walkthrough Checklist	6/1/2015 monthly
G1.B2.S1.MA1	Classroom Walkthroughs	Fitzpatrick, Debra	9/22/2014	Walkthrough checklist/EET observations	5/29/2015 monthly
G1.B2.S1.MA1	Lessons will be turned in monthly and reviewed by leadership team to ensure teachers are planning ways for students to be "engaged" in the lesson through accountable talk.	Fitzpatrick, Debra	9/23/2014	Lesson plans will be reviewed with district curriculum guides and teachers plan for accountable talk.	6/1/2015 one-time
G1.B5.S1.MA1	Students who are brought up at the beginning of the school year have moved through the MTSS/RtI process and are either staffed in an ESE program. Or the teachers have found that the interventions that have been put into place are working well and student's grades are improving.	Hastings, Beth	8/25/2014	During quarterly academic reviews, teachers will bring current data to the table and show administration that the interventions in place are working or not working. Discussion will occur at that time to determine next steps for students.	6/5/2015 quarterly
G1.B5.S1.MA1	These meetings will be placed on the internal calendar and the data will be housed with the PSLT and teachers.	Hastings, Beth	8/25/2014	The monthly calendar will be printed and highlighted with grade level Strategic Thinking and Problem Solving Data Chats highlighted. The grade level data will be housed in the academic review notebook in the assistant principal's office. The MTSS/RtI paperwork process will be reviewed by the guidance counselor and psychologist to ensure the process is moving forward or if students need to continue with Tier 2 interventions.	6/5/2015 quarterly
G1.B6.S1.MA1	Students will meet weekly with assistant principal and guidance counselor to review attendance record from previous week.	Hastings, Beth	10/20/2014	Weekly attendance reports will be pulled to allow assistant principal and guidance counselor the opportunity to discuss individual student progress with attendance and tardies.	6/5/2015 weekly
G1.B6.S1.MA1	Individual students will have a monthly calendar with set goals that they need to meet. They will check off days they are in attendance.	Hastings, Beth	10/13/2014	Students will bring calendars with them and AP/Guidance Counselor will pull school level report to verify weekly attendance.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards.

G1.B2 Stepping outside of teacher created comfort zone

G1.B2.S1 Provide specific times for Vertical Teaming based on content area

PD Opportunity 1

Each grade level will have one person represent a content area and meet with other grade levels to talk about ways in which to engage student in the inquiry based investigations based on the district created calendar.

Facilitator

Beth Hastings, Assistant Principal

Participants

All teachers

Schedule

Monthly, from 9/23/2014 to 5/12/2015

Technical Assistance Items

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

G1. Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards.

G1.B6 Students who need additional interventions have attendance/tardy concerns.

G1.B6.S1 Students with attendance and tardy concerns will be selected for the BARK Club.

PD Opportunity 1

Review attendance record from previous year and first nine weeks to determine which students are to be invited to the BARK Club.

Facilitator

Beth Hastings, AP & Rosemary Smith, Guidance Counselor

Participants

Select students

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards.	300
Grand Total	300

Goal 1: Student achievement will increase when students are actively engaged in self-motivated inquiry of the content area standards.		
Description	Source	Total
B6.S1.A1 - Purchase student incentives for attendance and tardy program.	School Improvement Funds	300
Total Goal 1		300