

Columbia County School District

Five Points Elementary School



2015-16 School Improvement Plan

Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

http://www.columbia.k12.fl.us/fivepoints/five_points/welcome.html

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/10/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty and staff of Five Points Elementary strive to provide a safe learning environment that is child-centered, builds esteem, and enhances academic growth of all students. This is obtained through positive involvement of students, parents, school staff, and community. Together we can make each student a winner everyday.

Provide the school's vision statement

Five Points Elementary is a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development. With the help of teachers, parents and the community we promote life-long learning through:

- Academic performance
- Individual growth
- Independent and cooperative work
- Critical thinking
- Responsibility
- Creativity
- Leadership
- Citizenship
- Sportsmanship

School Environment

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

The school utilizes Student Information Records, parent and student surveys, SAC and P.T.O. meetings to learn about students' cultures and build relationships between teachers and students.

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

The school has established a CRISIS response team with assigned roles and duties to perform during emergencies.

Policies and procedures for a safe environment include:

- classroom doors locked during school day
- ID badges worn by all employees
- all guests are required to sign-in and scan driver's license
- staff are scheduled and assigned posts to supervise students around campus before, during and after school
- Guidance Counselor provides support to individuals and classrooms
- outside counselors are scheduled each week to see students
- a school-wide positive behavior support system is in place
- a student of the week is chosen from each grade level

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

Five Points Elementary School will move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Supports. The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of the School-Wide Positive Behavior Support System:

- Establish regular, predictable, positive learning and teaching environments
- Train adults and peers to serve as positive models
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback
- Acknowledge students when they are doing the right thing
- Improve social competence
- Develop environments that support academic success

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 ensures the social-emotional needs of all students are met through:

- Guidance lessons to individuals and classrooms
- outside counselors are scheduled each week to see students
- a school-wide positive behavior support system is in place
- a student of the week is chosen from each grade level

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

We have several parent involvement activities and opportunities planned for our school this year. We realize the importance parents play in the academic success and achievement of their children. In order to raise the success and achievement rates of our students we have chosen to focus on Reading gains at 3rd-5th, Math gains within our SWD 3rd-5th, embedded writing throughout all subjects 3rd-5th and Science proficiency for 5th as targets for the 2014 - 2015 school year. The decision was based on data analysis of the 2013-2014 AMO targets.

1. We plan to provide a math workshop offering strategies, techniques, and advice to parents and students.

2. We plan to provide workshops aimed toward Reading and Math assistance for parents.
3. We plan to expand our Science Fair project night(s) and/or sessions for parents and students.
4. We plan to create an "opportunity list" for approved volunteers to sign-up and work with students requiring that extra little help.
5. We saw the excitement our small robotics competition created last year. We plan to include students, parents and community volunteers to encourage STEM in our school and work with the district Science Teacher Support Colleague to utilize the resources in our STEM lab for grades K-5.

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

The school invites local community businesses, charitable organizations and parents to participate in our School Advisory Council and P.T.O., which lead to discussions for securing resources that support student achievement. The Leadership Team, teachers and staff members also actively communicate with the district and state personnel, businesses and other stakeholders about school concerns and resource opportunities. The school maintains positive relationships with community members by providing a safe environment and building trust among the teachers, parents and 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:

Name	Title
Lee, Lisa	Principal
Earle, Jayne	Other
Dang, Christopher	Other
Staats, Pam	Guidance Counselor
Brinkley, Jessica	Instructional Coach

Duties

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

Principal - Lisa Lee
 MTSS Chairperson and Guidance Counselor - Pam Staats
 School Psychologist - Erin Ezard
 School Psychologist - Lance Hastings
 School Staffing Specialist - Diana Ring
 Behavior Resource Teacher - Christopher Dang
 Speech/Language Teacher - Alicia Croft
 Instructional Coach - Jessica Brinkley
 Curriculum Resource Teacher - Jayne Earle
 SAC Chairperson - Jayne Earle
 The school leadership team serve as instructional leaders and practice shared decision making through the collaborative development of the school's curriculum design, data analysis, professional development, hiring process, mentoring practices, intervention strategies and parent involvement opportunities.

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 purpose of Multi-Tiered System of Supports (MTSS) at Five Points is to ensure high quality instruction and intervention matched to the needs of each student, while using performance levels and learning rates over time to make data-based decisions to guide instruction. The Multi-Tiered System of Supports Leadership Team (MTSSLT) reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve academic success and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and data analysis of each student.

The MTSS will meet as needed and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Core Support, Tier 2/Supplemental and Tier 3/ Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - * Tutoring during the day in small group pull-outs in Reading, Math, Science and Writing.
 - * Extended Learning Programs during school - this includes Read 180.
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- Determine the Professional Development needs of faculty and staff, and arrange any/all trainings aligned with SIP goals.
- Review and interpret student data (academic, behavior and attendance) at both the grade and school levels.
- Organize and support systematic data collection, as needed.
- Strengthen Core Support instruction through supportive coaching, management of resources and providing Professional Development in researched based instructional strategies.
- Funding and support is provided for resource teachers and tutors through Title I and grant funded monies.

We currently have one migrant child attending our school. She has been identified under the MTSS system and she is receiving appropriate services through the Alachua Multi-County Migrant Education Services. This service includes a tutor that visits her at school twice a week to further help her to become academically successful. In addition, the tutor is available for translation services to strengthen communication between the father and the school.

Title I, Part A :

To ensure students are provided additional support and remediation, funding is allocated for faculty and staff salaries, teacher in-service and professional development, educational materials and supplies, and parent engagement activities.

Title I Part C - Migrant:

The Title I, Part C - Each year, under the direction of the Columbia County School District, Five Points Elementary collects Title I Migrant Program Occupational Survey information from students. The forms are forwarded to the Title I District Office. In addition, the Migrant Education Program (MEP) will closely monitor migrant student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D:

N/A

Title II:

Professional Development funds are expended in accordance with the District Plan.

Title III:

The District did not qualify for Title III funding.

Title X - Homeless:

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

District Title I/Title VI Funding:

Students struggling with reading and/or mathematics, receive additional support through District funding. Salaries for tutors working with these identified students, will be funded through these two funds.

Violence Prevention:

Per state statute, the district has adopted and now implements a district wide bullying policy.

The Guidance Counselor meets with all students and provides lessons on conflict resolution and bullying.

The Crisis Response Team meets at the beginning of each school year to review safety procedures and to make sure all personnel understand their duties, in order to ensure the safety of our students.

Outside counselors frequently meet with students requiring additional counseling and mentoring.

Nutrition Programs:

Free breakfast and lunch is provided at the school for all students.

Awarded Fresh Fruit and Vegetable Program, in order to provide all students with a variety of fresh fruits and vegetables at a different time of the day, other than breakfast and lunch.

The University of Florida Nutrition Education Program visits and provides valuable information and activities for first grade students.

Housing Programs:

N/A

Head Start:

The Local Head Start Program provides the school with vital information, for any children who have attended their program.

Adult Education:

N/A

Career and Technical Education:

This is not addressed at the elementary school level.

Job Training:

This is not addressed at the elementary school level.

Florida Voluntary Pre-Kindergarten (VPK):

Beginning with the 2013 - 2014 school year The Early Learning Coalition of Florida's Gateway Voluntary Pre-Kindergarten Program along with Columbia County Schools is providing an environment that supports all early learning standards at Five Points Elementary. This program is offered free of charge to the students entering the program at our school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Lee	Principal
Linda Davis	Parent
Kim Goswami	Education Support Employee
Zannie Little	Parent
Tangela Fisher	Parent
Jayne Earle	Teacher
James Brinkley	Business/Community
Jessica Brinkley	Education Support Employee
Chris Geiger	Parent
Barbara Perry	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

The 2014 - 2015 School Improvement Plan will be reviewed with the School Advisory Council when data from the state becomes available.

Development of this school improvement plan

The members of the School Advisory Council (SAC) were asked to brainstorm barriers and strategies to support the current goals set within the 2015-2016 School Improvement Plan (SIP). Upon completion of the final draft of the SIP, SAC members were given the opportunity to review the SIP.

Preparation of the school's annual budget and plan

The School Advisory Council discussed the current needs based on data and provided input into how specific funds will be spent throughout the year. As data assessments are administered throughout the year, SAC will review the budget plan and disseminate funds according to needs.

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

School Improvement funds will be used for student achievement within the classrooms by purchasing, but not limited to, such items as ink and paper to support educational programs.

Our School Improvement Allocation for the 2014 - 2015 school year was \$2,191.00. All of this allocation was spent for ink to support educational programs.

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:

Name	Title
	Other
Earle, Jayne	Other
Lee, Lisa	Principal
Dang, Christopher	Other
Harris, Lillian	Teacher, K-12
KIng, Kelsee	Teacher, K-12
Leighty, Gail	Teacher, K-12
Mott, August	Teacher, K-12
Schrader, Andy	Teacher, ESE
Thomas, Jan	Instructional Media
VanBennekom, Lisa	Teacher, K-12
Brinkley, Jessica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Implementation and evaluation of the SIP Reading strategies across the content areas
- Participates in Professional Development
- Co-planning, modeling and observation of research-based Reading strategies within lessons across the content areas
- Data analysis (on-going)
- Schedules school-wide literacy activities

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school encourages positive working relationships between teachers through the following:

- Scheduled Team meetings
- Common planning times
- Collaborative conversations between all stakeholders
- Scheduled professional development days
- Monthly Differentiated Professional Learning
- Work related committees
- Leadership attends grade level meetings
- Encourages and Inspires each other to communicate effectively, think critically, solve problems, and be respectful of one another
- Administrator communicates expectations with entire staff through a Monday Minute email
- Team Building activities

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

- Continue to utilize interns from St. Leo's University
- Lisa Lee, Principal
- Utilize mentoring program to retain newly hired teachers

Lisa Lee, Principal

Jayne Earle, Curriculum Resource Teacher

Jessica Brinkley, Instructional Coach

- Provide Mentoring in the 21st Century Resources and Training materials to mentors and provide assistance to newly hired teachers (First-Year Teachers and Veteran Teachers)

Lisa Lee, Principal (Completed Mentoring in 21st Century Program)

Jayne Earle, Curriculum Resource Teacher (Completed Mentoring in 21st Century Program)

Jessica Brinkley, Instructional Coach

- Work collaboratively with district administrators and local colleges to share best hiring practices and resources

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

Lisa Lee and Jayne Earle were selected by the Columbia County School District during the 2011 - 2012 school year to attend the Mentoring in the 21st Century Program provided by the North East Florida Educational Consortium (NEFEC). This program was designed for mentoring not only new teachers, but also veteran teachers needing assistance in one or more areas.

Presently, we have one new veteran teacher to our school campus. We also have two returning teachers that have changed positions and/or grade levels this year. Weekly meetings, with their grade levels, are scheduled with these teachers. Lesson plans, students, activities, data, and any other concerns and/or questions are discussed during these meetings.

All new teachers to our campus are paired with veteran teachers, from his/her grade level. The purpose of this is to provide a mentor for advice and direction regarding: grade level expectations, district and school policies, rules, regulations, housekeeping and any other concerns or questions.

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 school uses state adopted texts and materials to plan and create the core instructional program.

ELA: Journeys, CPALMS lesson plans

Math: Go Math!, CPALMS lesson plans

Science: Fusion, CPALMS lesson plans, Study Island, Discovery Ed

Social Studies: NGSS drive instruction

- What Works Clearing House provides support when purchasing or adopting additional resources for use as core programs.

- The Leadership Team monitors alignment through pacing guides, curriculum maps, lesson plan development and discussions.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school schedules data meetings to discuss students levels of achievement on grade level standards. Through these meetings the Leadership Team and classroom teachers review the standards of concern and create a plan to determine the instructional strategies, resources, professional development and address the barriers needed to increase proficiency rates. Instruction

modification and/or supplementation will include lesson plan documentation, classroom observations and biweekly data progress updates that will be monitored by the administrator and members of Leadership Team.

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

Strategy: After School Program

Minutes added to school year: 120

An after school program increases the amount of quality time teachers collaborate, plan and participate in professional development.

Strategy Rationale

- The weekly after school meetings provide enrichment of the curriculum by helping teachers establish concrete goals for curriculum, instruction, and assessment.
- Time to analyze data in order to determine the needs of students that are having difficulty mastering the standards and plan remediation and intervention activities.
- Time to develop rigorous assessments that correlate with state standards
- Time to create differentiated assignments to address all learners

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Lisa , leel@columbiak12.com

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

- Copies of team minutes, reflections from professional development, classroom observations, samples of assessments and assignments
- Monthly data collection

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 Columbia County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the Florida Kindergarten Readiness Screener (FLKRS). This state selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards.

Parents are provided a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent Involvement events for transitioning children into Kindergarten include Kindergarten Round-Up. This event provides 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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase parental involvement and improve the experiences, then student attendance and tardies will improve, as well as increase student achievement.
- G2.** If we implement effective teaching instruction aligned to all subject area standards including writing within the content areas, then student achievement will increase.

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. If we increase parental involvement and improve the experiences, then student attendance and tardies will improve, as well as increase student achievement. 1a

G072809

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- -Behavior Resource Specialist - Chris.
- -Title I dollars.
- -Staff willing to plan/facilitate parent night.
- -Resource room.
- -Communication methods- planners/Wednesday folder/call messenger.
- -Come to some events.
- -Good turn out for Science night.
- -PTO
- -Access to computer programs at home.
- -Volunteer.
- -Partnership with local churches/community leaders.

Targeted Barriers to Achieving the Goal 3

- *Lack of parental knowledge/value of education.
- *Environmental Issues

Plan to Monitor Progress Toward G1. 8

District/State Assessments

Person Responsible

Lisa Lee

Schedule

Quarterly, from 4/12/2016 to 4/12/2016

Evidence of Completion

Data review.

G2. If we implement effective teaching instruction aligned to all subject area standards including writing within the content areas, then student achievement will increase. **1a**

G072810

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
AMO Math - SWD	
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal **2**

- We have an Instructional Coach. - Our Instructional Coach models in classrooms, attends valuable and beneficial training, and provides Professional Development for our faculty and staff.
- We have a budget for substitutes so faculty can attend Professional Development. - We have a Title I budget for additional classroom resources, parent involvement activities, and Professional Development. - We have two computer labs that are used for instructional needs. - We have site licenses for academic support and student achievement. (Study Island, Stride Academy, Read 180, Reading Eggs) - We have grant funded tutors in grades 3-5, for intervention and remediation. - We have 38 Highly Qualified Teachers. - The Gradual Release Program is built into our programs. - We have requested and are receiving assistance from the Differentiated Accountability (DA) Team. - We have regular scheduled days each month for Professional Development on campus. - We have early release days that will be used for additional Professional Development. - We analyze data, on a regular basis, to drive instruction. - We have common planning time in each grade level. - Some teachers have asked for help. - All teachers have Administrative and Leadership Team support. - We have Teacher Support Colleagues (Science and Math) from the district to provide training on the needs of the school. - Grades 3-5 have availability to individual student Chrome Books for immediate application and access to resources.
- Administration/Coaches/Teachers
- Technology
- Programs - web based
- Tutors
- Paraprofessionals to support learning
- Highly qualified teachers
- SRA/Discovery Education
- Standards aligned to resources
- District Support - Teacher Support Colleague
- DA/NEFEC Support

Targeted Barriers to Achieving the Goal **3**

- *Data analysis to change instruction
- *Instructional Practices

Plan to Monitor Progress Toward G2. 8

District/State Assessments

Person Responsible

Lisa Lee

Schedule

On 3/21/2016

Evidence of Completion

Assessment Data

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. If we increase parental involvement and improve the experiences, then student attendance and tardies will improve, as well as increase student achievement. **1**

 G072809

G1.B1 *Lack of parental knowledge/value of education. **2**

 B189954

G1.B1.S1 *Scheduling and communicating the parental events to staff and parents. **4**

 S201360

Strategy Rationale

To gain parent involvement and by-in

Action Step 1 **5**

Meeting to review, revise, and add scheduled events and assign responsibilities.

Person Responsible

Lisa Lee

Schedule

Biweekly, from 9/30/2015 to 6/2/2016

Evidence of Completion

Schedule created and revised.

Action Step 2 5

Support organizers in planning for a meaningful, non-threatening experiences.

Person Responsible

Lisa Lee

Schedule

Biweekly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Presentations-Ms. Lee will review prior to delivery.

Action Step 3 5

Organize/plan a videos for learning experiences.

Person Responsible

Jessica Brinkley

Schedule

Monthly, from 11/2/2015 to 6/2/2016

Evidence of Completion

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

Meeting to review, revise, and add scheduled events and assign responsibilities. (Action Step 1)

Person Responsible

Pam Staats

Schedule

On 9/28/2015

Evidence of Completion

Email

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

Support organizers in planning for a meaningful, non-threatening experiences. (Action Step 2)

Person Responsible

Pam Staats

Schedule

On 9/30/2015

Evidence of Completion

Email

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

Organize/plan a videos for learning experiences.

Person Responsible

Jessica Brinkley

Schedule

On 10/30/2015

Evidence of Completion

Email

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

Data analysis of students attendance and achievement are increasing and tardies are decreasing.

Person Responsible

Lisa Lee

Schedule

Triannually, from 11/4/2015 to 4/14/2016

Evidence of Completion

Data review of notes.

G1.B9 *Environmental Issues 2

 B189962

G1.B9.S1 Include helpful tips in newsletters 4

 S201367

Strategy Rationale

Provides topics to support environmental issues within the home

Action Step 1 5

Selecting tips to support parents with issues that arise in the home

Person Responsible

Jayne Earle

Schedule

Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion

Copies of newsletters

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Collect school newsletter

Person Responsible

Jayne Earle

Schedule

Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion

Copies of newsletter

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Review of Parent Surveys

Person Responsible

Jayne Earle


Schedule

On 5/30/2016

Evidence of Completion

copy of parent survey results

G1.B9.S2 Administrative support with parent conferences as needed 4

 S201368

Strategy Rationale

To carefully plan and support academic friendly conversations with parents

Action Step 1 5

Email teachers to invite Administration to parents conferences as needed

Person Responsible

Lisa Lee

Schedule

Annually, from 10/1/2015 to 5/30/2016

Evidence of Completion

Copy of email and parent conference forms

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Copies of conference forms

Person Responsible

Pam Staats

Schedule

Annually, from 10/1/2015 to 5/30/2016

Evidence of Completion

email asking for teacher to submit copies of conference forms

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Parent surveys

Person Responsible

Jayne Earle

Schedule

Annually, from 5/30/2016 to 5/30/2016

Evidence of Completion

Parent survey data

G2. If we implement effective teaching instruction aligned to all subject area standards including writing within the content areas, then student achievement will increase. 1

 G072810

G2.B1 *Data analysis to change instruction 2

 B189968

G2.B1.S1 Principal shares research/strategies with teachers on a regular basis 4

 S201370

Strategy Rationale

Support instruction and the use of data to create lessons

Action Step 1 5

Copies of literature and research based practices

Person Responsible

Lisa Lee

Schedule

Quarterly, from 9/23/2015 to 5/30/2016

Evidence of Completion

Copies with dates that information was provided

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

Instructional Coach will be given copies of information and dates when handed out

Person Responsible

Jessica Brinkley

Schedule

Quarterly, from 11/2/2015 to 5/30/2016

Evidence of Completion

A spreadsheet with dates and the names of resources

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

Teacher Survey

Person Responsible

Lisa Lee

Schedule

On 5/30/2016

Evidence of Completion

Copy of teacher survey

G2.B1.S3 Use data to promote 21st Century Learning 4

S201372

Strategy Rationale

Students will be College and Career ready

Action Step 1 5

Literacy Team will meet quarterly to review data from district assessments to select resources for instructional support which may include: consumable materials, software licenses, and other items to support digital literacy standards.

Person Responsible

Lisa Lee

Schedule

Quarterly, from 11/4/2015 to 5/18/2016

Evidence of Completion

Agenda and minutes from meetings, data from district assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Choose resources for Literacy team to review

Person Responsible

Jayne Earle

Schedule

Quarterly, from 10/5/2015 to 4/6/2016

Evidence of Completion

List of materials presented to Literacy Team

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Title I Survey

Person Responsible

Jayne Earle


Schedule

On 5/27/2016

Evidence of Completion

Results from Title I survey

G2.B6 *Instructional Practices 2

 B189973

G2.B6.S1 Vocabulary training by instructional coach 4

 S201378

Strategy Rationale

To increase the use of academic vocabulary K-5

Action Step 1 5

Instructional Coach will set monthly dates to provide professional development

Person Responsible

Jessica Brinkley

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Copy of agenda and teacher survey

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Will review PD surveys and receive copies of sample PD items

Person Responsible

Lisa Lee

Schedule

Monthly, from 9/30/2015 to 5/30/2016

Evidence of Completion

Sign-in sheets and minutes from Leadership team minutes

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Teacher surveys

Person Responsible

Lisa Lee


Schedule

Monthly, from 9/30/2015 to 5/30/2016

Evidence of Completion

results from teacher survey

G2.B6.S10 Implement Professional Learning that includes differentiation and support. 4

 S201387

Strategy Rationale

Action Step 1 5

Survey teachers to identify needs for professional development.

Person Responsible

Jessica Brinkley

Schedule

On 9/23/2015

Evidence of Completion

Survey

Action Step 2 5

Leadership meeting to review the data/group teachers/planning for each group.

Person Responsible

Lisa Lee

Schedule

On 9/30/2015

Evidence of Completion

Groups of teachers with plans

Action Step 3 5

Scheduling Professional Learning/Modeling experiences.

Person Responsible

Lisa Lee

Schedule

On 10/7/2015

Evidence of Completion

Schedule created.

Plan to Monitor Fidelity of Implementation of G2.B6.S10 6

Survey teachers to identify needs for professional development.

Person Responsible

Pam Staats

Schedule

On 9/22/2015

Evidence of Completion

Will contact Jessica on the date above.

Plan to Monitor Fidelity of Implementation of G2.B6.S10 6

Leadership meeting to review the data/group teachers/planning for each group.

Person Responsible

Pam Staats

Schedule

On 9/29/2015

Evidence of Completion

Email contact by Pam.

Plan to Monitor Fidelity of Implementation of G2.B6.S10 6

Scheduling Professional Learning/Modeling experiences.

Person Responsible

Pam Staats

Schedule

On 10/6/2015

Evidence of Completion

Schedule of Professional learning and Modeling experiences.

Plan to Monitor Effectiveness of Implementation of G2.B6.S10 7

Informal/Formal observations and teacher feedback-will show increase in effective and authentic use of instructional practices.

Person Responsible

Lisa Lee

Schedule

Weekly, from 11/2/2015 to 6/2/2016

Evidence of Completion

Observation checklist and feedback form from teachers.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Columbia - 0091 - Five Points Elementary School - 2015-16 SIP
Five Points Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Meeting to review, revise, and add scheduled events and assign responsibilities.	Lee, Lisa	9/30/2015	Schedule created and revised.	6/2/2016 biweekly
G1.B9.S1.A1	Selecting tips to support parents with issues that arise in the home	Earle, Jayne	11/2/2015	Copies of newsletters	5/30/2016 monthly
G1.B9.S2.A1	Email teachers to invite Administration to parents conferences as needed	Lee, Lisa	10/1/2015	Copy of email and parent conference forms	5/30/2016 annually
G2.B1.S1.A1	Copies of literature and research based practices	Lee, Lisa	9/23/2015	Copies with dates that information was provided	5/30/2016 quarterly
G2.B1.S3.A1	Literacy Team will meet quarterly to review data from district assessments to select resources for instructional support which may include: consumable materials, software licenses, and other items to support digital literacy standards.	Lee, Lisa	11/4/2015	Agenda and minutes from meetings, data from district assessments	5/18/2016 quarterly
G2.B6.S1.A1	Instructional Coach will set monthly dates to provide professional development	Brinkley, Jessica	9/1/2015	Copy of agenda and teacher survey	5/30/2016 monthly
G2.B6.S10.A1	Survey teachers to identify needs for professional development.	Brinkley, Jessica	9/23/2015	Survey	9/23/2015 one-time
G1.B1.S1.A2	Support organizers in planning for a meaningful, non-threatening experiences.	Lee, Lisa	10/1/2015	Presentations-Ms. Lee will review prior to delivery.	6/2/2016 biweekly
G2.B6.S10.A2	Leadership meeting to review the data/group teachers/planning for each group.	Lee, Lisa	9/30/2015	Groups of teachers with plans	9/30/2015 one-time
G1.B1.S1.A3	Organize/plan a videos for learning experiences.	Brinkley, Jessica	11/2/2015		6/2/2016 monthly
G2.B6.S10.A3	Scheduling Professional Learning/ Modeling experiences.	Lee, Lisa	10/7/2015	Schedule created.	10/7/2015 one-time
G1.MA1	District/State Assessments	Lee, Lisa	4/12/2016	Data review.	4/12/2016 quarterly
G1.B1.S1.MA1	Data analysis of students attendance and achievement are increasing and tardies are decreasing.	Lee, Lisa	11/4/2015	Data review of notes.	4/14/2016 triannually
G1.B1.S1.MA1	Meeting to review, revise, and add scheduled events and assign responsibilities. (Action Step 1)	Staats, Pam	9/28/2015	Email	9/28/2015 one-time
G1.B1.S1.MA2	Support organizers in planning for a meaningful, non-threatening experiences. (Action Step 2)	Staats, Pam	9/30/2015	Email	9/30/2015 one-time
G1.B1.S1.MA3	Organize/plan a videos for learning experiences.	Brinkley, Jessica	10/30/2015	Email	10/30/2015 one-time
G1.B9.S1.MA1	Review of Parent Surveys	Earle, Jayne	5/30/2015	copy of parent survey results	5/30/2016 one-time
G1.B9.S1.MA1	Collect school newsletter	Earle, Jayne	11/2/2015	Copies of newsletter	5/30/2016 monthly
G1.B9.S2.MA1	Parent surveys	Earle, Jayne	5/30/2016	Parent survey data	5/30/2016 annually
G1.B9.S2.MA1	Copies of conference forms	Staats, Pam	10/1/2015	email asking for teacher to submit copies of conference forms	5/30/2016 annually
G2.MA1	District/State Assessments	Lee, Lisa	3/21/2016	Assessment Data	3/21/2016 one-time
G2.B1.S1.MA1	Teacher Survey	Lee, Lisa	5/30/2016	Copy of teacher survey	5/30/2016 one-time
G2.B1.S1.MA1	Instructional Coach will be given copies of information and dates when handed out	Brinkley, Jessica	11/2/2015	A spreadsheet with dates and the names of resources	5/30/2016 quarterly
G2.B6.S1.MA1	Teacher surveys	Lee, Lisa	9/30/2015	results from teacher survey	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S1.MA1	Will review PD surveys and receive copies of sample PD items	Lee, Lisa	9/30/2015	Sign-in sheets and minutes from Leadership team minutes	5/30/2016 monthly
G2.B1.S3.MA1	Title I Survey	Earle, Jayne	5/27/2016	Results from Title I survey	5/27/2016 one-time
G2.B1.S3.MA1	Choose resouces for Literacy team to review	Earle, Jayne	10/5/2015	List of materials presented to Literacy Team	4/6/2016 quarterly
G2.B6.S10.MA1	Informal/Formal observations and teacher feedback-will show increase in effective and authentic use of instructional practices.	Lee, Lisa	11/2/2015	Observation checklist and feedback form from teachers.	6/2/2016 weekly
G2.B6.S10.MA1	Survey teachers to identify needs for professional development.	Staats, Pam	9/22/2015	Will contact Jessica on the date above.	9/22/2015 one-time
G2.B6.S10.MA2	Leadership meeting to review the data/group teachers/planning for each group.	Staats, Pam	9/29/2015	Email contact by Pam.	9/29/2015 one-time
G2.B6.S10.MA3	Scheduling Professional Learning/Modeling experiences.	Staats, Pam	10/6/2015	Schedule of Professional learning and Modeling experiences.	10/6/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we implement effective teaching instruction aligned to all subject area standards including writing within the content areas, then student achievement will increase.

G2.B6 *Instructional Practices

G2.B6.S1 Vocabulary training by instructional coach

PD Opportunity 1

Instructional Coach will set monthly dates to provide professional development

Facilitator

Jessica Brinkley

Participants

K-5 teachers, Paraprofessionals

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Meeting to review, revise, and add scheduled events and assign responsibilities.				\$0.00
2	G1.B1.S1.A2	Support organizers in planning for a meaningful, non-threatening experiences.				\$8,972.27
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0091 - Five Points Elementary School	Title I Part A		\$6,522.27
	6150	644-Computer Hardware Non-Capitalized	0091 - Five Points Elementary School	Title I Part A		\$2,450.00
3	G1.B1.S1.A3	Organize/plan a videos for learning experiences.				\$0.00
4	G1.B9.S1.A1	Selecting tips to support parents with issues that arise in the home				\$0.00
5	G1.B9.S2.A1	Email teachers to invite Administration to parents conferences as needed				\$0.00
6	G2.B1.S1.A1	Copies of literature and research based practices				\$0.00
7	G2.B1.S3.A1	Literacy Team will meet quarterly to review data from district assessments to select resources for instructional support which may include: consumable materials, software licenses, and other items to support digital literacy standards.				\$42,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	0091 - Five Points Elementary School	Title I Part A		\$5,400.00
<i>Notes: Rental of Copy Machine Web-Based software Licenses</i>						
	5100	510-Supplies	0091 - Five Points Elementary School	Title I Part A		\$34,500.00
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0091 - Five Points Elementary School	Title I Part A		\$2,450.00
8	G2.B6.S1.A1	Instructional Coach will set monthly dates to provide professional development				\$11,211.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0091 - Five Points Elementary School	Title I Part A		\$2,911.00
	6400	310-Professional and Technical Services	0091 - Five Points Elementary School	Title I Part A		\$4,300.00
<i>Notes: Kagan and/or others</i>						

Budget Data						
	6400	330-Travel	0091 - Five Points Elementary School	Title I Part A		\$2,000.00
	6400	750-Other Personal Services	0091 - Five Points Elementary School	Title I Part A		\$2,000.00
			<i>Notes: Substitutes (PD only)</i>			
9	G2.B6.S10.A1	Survey teachers to identify needs for professional development.				\$0.00
10	G2.B6.S10.A2	Leadership meeting to review the data/group teachers/planning for each group.				\$0.00
11	G2.B6.S10.A3	Scheduling Professional Learning/Modeling experiences.				\$0.00
					Total:	\$62,533.27