

Alachua County Public Schools

Glen Springs Elementary School



2015-16 School Improvement Plan

Glen Springs Elementary School

2826 NW 31ST AVE, Gainesville, FL 32605

<http://www.sbac.edu/pages/acps>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

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

**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 Alachua County School Board on 12/15/2015.

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 Mission of Glen Springs Elementary School is to academically enrich our students and foster social skills to promote successful lifelong learners in a caring, safe environment.

Provide the school's vision statement

The Vision of Glen Springs Elementary is that all students will leave our school with

- the skills needed to be successful citizens
- a strong self-esteem
- high expectations
- respect for others
- and a desire to continue the quest for knowledge

School Environment

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

Our school learns about students' cultures by interacting with students in a meaningful way that helps us to learn about them.

Our school builds relationships between teachers and students through the following:

- Establishing and communicating clear positive expectations
- Enforcing expectations in a positive way
- Providing appropriate feedback
- Correcting students in a constructive way
- Interacting with students to learn more about them
- Showing that we value and care for student through respect

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

Glen Springs is a Positive Behavior Support school which provides a method to establish and reinforce a positive school culture. Students are taught our school wide behavior expectations (Positive Attitude, Always be Responsible, Work Together, and Show Respect) and positive behavior choices are reinforced through a token economy system.

The school counselor teaches a set of lessons called "Child Safety Matters", which is a curriculum that addresses critical safety issues faced by children including bullying, cyberbullying, and child abuse. This program teaches these topics to children in grades 1-5.

For Kindergarten students the school counselor teaches "Safer, Smarter, Kids" which is a curriculum that empowers children to protect themselves in situations where someone would abuse them

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

Positive Behavior Intervention and Support (PBIS) is our school wide management plan. The focus in managing behavior is to teach, recognize, and reinforce the good choices that students demonstrate.

This is done using a token economy where as students receive tickets that they can use to shop with in our school store each Friday morning and/ or save to purchase admission to our nine week events. Teachers are provided a binder that includes social skill activities that they can use in their classroom to build community. PBIS behavior expectations are posted relative to the area of the campus. The acronym P.A.W.S. communicates our school wide expectation: Positive attitude, Always be responsible, Work together, and Show respect. However, we also use the acronym L.U.N.C.H. in the cafeteria to remind students to Listen for directions, Use a quiet voice, Nice friend, Choose only your food, and Hands, feet, and objects to yourself. P.L.A.Y on the playground as a reminder to Play safely, Listen for directions, Always be responsible, and You're a friend. Lastly, the acronym W.A.L.K is posted in the hallways to encourage students to use Whisper voices, Always be responsible, Lines straight, and Keep moving. A committee of teachers across grade levels, staff, and leadership team members meet regularly throughout the year to communicate and collaborate in regards to PBIS. Behavior events are situational in respect to how they are handled with consideration of age, grade, behavior history, and needs of the student. More often than not, the majority of events can be managed by the teacher with a conversation or time out with a partner teacher. Teachers are also strongly encouraged to keep consistent communication with parents for both positive purposes; as well as concerns. However, at times, the student is sent to the Behavior Resource Teacher as a secondary level of support in teaching and reinforcing appropriate replacement behaviors. The Behavior Resource Teacher then follows up with the parent and may choose to schedule a conference with the parent if a pattern of behavior develops. Occasionally, a behavior event occurs that is of an elevated level of severity and in such cases, the Behavior Resource Teacher may choose to assign the student to in-school detention. In-school detention is a proactive response that allows the student to spend the day in the Behavior Resource Teacher's office where he or she will complete his or her academic assignments and participate in social skill building activities based on the target behavior. Out of school suspensions are given much consideration, and are often a last resort consequence.

Throughout the year, the Behavior Resource Teacher collaborates with individual teachers who have classroom management concerns or those in need of support with individual student(s). In addition, behavior management training is provided to faculty and staff throughout the year.

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

Glen Springs has a full time school counselor who provides classroom counseling lessons to all students at school. Topics of classroom counseling lessons include teaching skills to help students be successful in personal/social skills as aligned with the American School Counselor Association's National Model. Students are also able to participate in small group counseling with the school counselor. Topics for small group include: social skills, test anxiety, anger management, changing families, academic success and others as need arises. In addition, the school counselor provides individual counseling to students who present a need for this level of social, emotional, and academic support.

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

- Monitoring of student daily tardy and absentee report.
- Documented communication with teachers, families, and student.
- Ongoing data chats with instructional team and administration.

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	13	5	6	8	3	2	37
One or more suspensions	0	3	5	3	5	1	17
Course failure in ELA or Math	0	0	0	0	3	2	5
Level 1 on statewide assessment	0	0	0	0	4	15	19

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	1	3	2	6

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

Monitoring of student daily tardy and absentee report:

Daily, the assistant principal reviews a list of students who are tardy or absent to school. This monitoring highlights student trends of attendance. As a means of early intervention, the assistant principal contacts the parent to discuss attendance concerns and how the school can be of support. Included in the conversation is the District and Florida State Statute attendance policy. If student attendance does not improve, a formal Educational Planning Team meeting is held with the parent, teacher, and assistant principal. A formal attendance plan is written and agreed to among the team. Also, the parent is provided information regarding the School Attendance Review Board, and a referral is made by the school should the parent choose to use this community resource. Attendance continues to be closely monitored and if again fails to improve, a second Educational Planning Team meeting is held to also include the District Truancy Officer. Attendance data is reviewed and the previous plan is updated.

Frequent communication with teachers, families, and student:

Suspension from school is always given thoughtful consideration in respect to the individual student; as well as, the severity and frequency of current and previous behavior events. Glen Springs Elementary uses a model of Positive Behavior Support strategies and interventions to improve the academic performance and prevent the likelihood of repeated behavior events. These strategies include classroom observations by the assistant principal to identify functions and patterns of inappropriate behavior. This data is used in the design of an individualized behavior plan which includes target behaviors and reinforcement of replacement behaviors either by subject area or interval of time. Included in the plan is a daily goal, which if achieved, earns the student a special reward or time in a preferred activity. Daily check in and out with the assistant principal is also utilized as an approach to build a positive relationship with the student; as well as, recognize, reinforce, and reward positive behavior choices among those considered to be 'at-risk'. Teachers are strongly encouraged to maintain open communication with parents as a proactive response before a minor concern becomes major, either academically or behaviorally speaking. To provide additional support, the teacher often consults with the assistant principal so that together, positive solutions can be presented to the parent.

Monthly data focus meetings

The administrative team, leadership team, content area instructional leaders, and grade level teachers meet monthly to analyze and discuss student data collected on diagnostic, common, and district assessments given throughout the year. This data is used to communicate, collaborate, and develop a plan to specifically address the student's area(s) of need as it relates to the Florida

Standards across content areas. A well thought and considerate plan is developed to also include academic history, exceptional needs, medical, behavior, parent conference notes, and student work samples in the area(s) of need. This file is closely monitored and maintained regularly in the students SOAR portfolio (Supporting Our Astronauts with Remediation).

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/219523>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Glen Springs works with district staff and parent contacts to create partnerships with area businesses and organizations. We meet with representatives from local businesses and organizations to determine the support they can provide, and how we, as a school, can support the business or organization. When businesses or organization provide goods or services, we recognize them in school wide newsletters, parent link calls, or on our marquee.

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
Jones, Jacqueline	Principal
Armstrong, Amanda	Guidance Counselor
McAlhany, Vicki	Assistant Principal
McNichols, Austin	Administrative Support

Duties

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

Together, the school leadership team will collaborate to provide instructional leadership and shared decision making.

Principal serves as the instructional leader and practices shared decision making by:

Assessing, evaluating, and monitoring specific and measurable goals for the instructional and learning needs of the school for teachers and students. She practices shared decision making by encouraging faculty and staff members to participate on the instructional leadership team, work collaboratively on common assessments, lesson planning, and disaggregating data. Shared and distributed leadership is one of the 2015-2016 goals for building instructional capacity.

Assistant Principal serves as an instructional leader and practice shared decision making by: Facilitating professional development learning for teachers that align with our school goals and needs of our students. Additionally, she also provides meaningful and specific evidence based feedback to teachers following informal classroom walk-through and evaluations. Lastly, she serves as a support for content area and grade level teachers in understanding and aligning the standards to instructional practice.

School Counselor serves as an instructional leader and practice shared decision making by: Provides Response to Intervention coordination across grade levels, leads and manages student Individual Educational Plans/ 504s and Educational Planning team meetings. Support for content area and grade level teachers in understanding progress monitoring strategies within multiple measures of data collected.

The school leadership team meets each Monday morning to debrief on the previous and upcoming week as it relates to individual student and school needs; as well as, share in the decision making and plan as we move forward throughout the year.

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

The school problem-solving processes include frequent and structured administrative, leadership and instructional data analysis meetings to review data and make changes in the instructional interventions groups provided by Title 1 teacher tutors and classroom teachers.

Title 1, Part A:

Supplemental reading and math services are provided by Title 1 teachers to targeted students during the school day and in after-school tutoring programs if available. The FCIM coordinator assists teachers with data collection and analysis, and in the development of effective instructional strategies.

Title 1, Part C - Migrant:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title 1, Part D:

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title II:

The district receives supplemental funds for improving basic educational programs through the purchase of technology. The school utilizes these funds through the purchase of technology such as new SmartBoards, Smart Response systems and document cameras. The school also utilizes the expertise of district technology coaches.

Title III:

The school works with the district ESOL representative to coordinate services to improve the education of immigrants and English-language learners. Services that are provided include educational materials such as dictionaries, home-school communication in native languages and instructional services (tutors).

Title X - Homeless:

The school works with the district Homeless Coordinator to provide needed services for student identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be combined with district funds to provide third grade teachers.

Violence Prevention Programs:

The school offers non-violence and anti-drug programs, such as Steps to Respect, Peace Works, Too Good for Drugs to all students. In addition, the school participates in Red Ribbon Week in October with school-wide activities. The counselor also offers the Speak Up and Be Safe program and Safer, Smarter Kids.

Nutrition Programs:

The school follows the district's nutrition program. We also participate in the Food 4 Kids backpack program that provides food each weekend and during school breaks for children who exhibit signs of hunger.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jacqueline Jones	Principal
Nina Spencer	Business/Community
Charles King	Business/Community
Kendall Grose	Teacher
Corinne Carlos	Education Support Employee
Melissa Curry	Parent
Rachel Prater	Parent
Kyra Purvis	Teacher

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

Each year, after test scores and school grades are released, the SAC meets to discuss the scores, school grade, and to review the previous School Improvement Plan. At that time, we discuss areas that were addressed and the effectiveness of the plan. The SAC members also provide input regarding strategies and ideas to include in the plan for the upcoming school year.

Development of this school improvement plan

The School Advisory Council assists with the review and implementation of the School Improvement Plan. SAC members are asked to provide input about potential goals and strategies to meet those goals. Members help create and distribute the school's climate survey to parents, faculty and staff. After the data is collected the SAC members analyze the data and make recommendations for strategies to address any concerns. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school, including use of school improvement funds.

Preparation of the school's annual budget and plan

Each year, the district finance department provides the school with the budget allocation for the upcoming school year. The executive assistant/bookkeeper presents the budget allocation to the SAC members. She explains how the budget is developed, and how the funds are allocated to each grade level and department in the school and the amounts provided. Once presented, the SAC members

have an opportunity to ask questions and provide input about how the fund are distributed in the school. Once the budget is finalized, the SAC votes to approve the school budget. The principal, a representative from the SAC, and a faculty member sign the completed budget and submit it to the district finance department.

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

The school improvement funds will be used to purchase materials to support the goals of the School Improvement Plan such as Kagan materials, writing journals, additional reading and math basal materials, manipulatives, and supplemental non-fiction text materials and leveled readers. School improvement funds will also be used to purchase document cameras and other technology to enhance instruction.

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
Armstrong, Amanda	Guidance Counselor
Jones, Jacqueline	Principal
McAlhany, Vicki	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within Glen Springs Elementary through professional development trainings with focus on strategies such as close reading and interactive journals that encourage multiple opportunities for students to use academic vocabulary while reading, writing and engaging in discourse. Teachers will understand that student reading comprehension and meta-cognition about reading will be rigorously engaged when they use close reading strategies to unpack and respond to various types of text (esp. informational text). Furthermore, literacy learning will increase for our students when teachers incorporate multiple opportunities for writing opinions and arguments that are text based and information rich. We can also build literacy using centers/stations, performance tasks, labs, and our blending learning computer programs.

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

Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/ or that pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on scope and sequence and with focus on the Florida Standards.

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

All teachers new to Glen Springs have an orientation at the beginning of the year to familiarize them with the school and school resources. Grade level teams meet weekly to share and discuss information about individual students, curriculum, and/ or that pertains to the grade level as a whole. In the intermediate grades (3-5) content area teachers meet to plan and prepare for instruction based on scope and sequence and with focus on the Florida Standards. All new teachers are assigned a district mentor coach during their first year of teaching.

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

The district mentoring program pairs a district mentor with a beginning teacher based on the experience of the mentor. The teacher and mentor meet weekly. The mentor observes and provides feedback to the beginning teacher. The mentor also facilitates cohort meetings for a group of beginning teachers to share and discuss teaching strategies.

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

Glen Springs adopted reading and math series that meet many of the Florida Standards. Additional resources that are used in meeting Florida Standards include FCRR activities, CPALMS, and additional materials provided by the district.

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

Students in the ESE program are provided with intervention materials from the core curriculum to differentiate instruction. Students that are advanced are provided enrichment materials and projects that meet the Florida Standards. CPALMS activities, as well, as questioning from Webb's Depth of Knowledge also provide instruction for the various levels.

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: 1,320

Approximately 24 selected students in grades three through five will receive small group (8 students or less), intensive after school tutoring two days a week for one hour each day from October 2014 until April 2015. Students will be instructed using the Achieve 3000 program, a research-based reading program that aligns with Common Core State standards.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McAlhany, Vicki, mcalhacv@gm.sbac.edu

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

Data from district Instructional Progress Monitoring (IPM) quarterly assessments and grade level common assessments will be used to determine the effectiveness of the tutoring program.

Strategy: Before School Program

Minutes added to school year: 1,080

Identified students (especially those that cannot stay for after school tutoring programs) will go to the computer lab approximately two days per week to work on math fluency skills in addition, subtraction, multiplication and division. This will be done using the research-based computer program, Reflex Math, supported by the district.

Strategy Rationale

The students require additional instruction and practice in basic math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McNichols, Austin, mcnicholsa@gm.sbac.edu

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

Data from Instructional Progress Monitoring scores and grade level My Math unit assessments will be used to determine the effectiveness of the intervention.

Strategy: Extended School Day

Minutes added to school year: 2,160

Title 1 supplemental reading instruction will be provided to selected students in grades one through five using the intervention series (Reading Street - My Sidewalks) during special area class time.

Classroom teachers will meet with small intervention groups at least two time a week for 30 minutes during teacher directed PE time.

Strategy Rationale

The students require additional instruction to acquire needed skills in reading and language arts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McNichols, Austin, mcnicholsa@gm.sbac.edu

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

Data from weekly reading assessments, unit benchmark assessments and district assessments will be reviewed monthly and updated groups will be formed if needed.

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

The district, through the Voluntary Pre-K (VPK) program, provides an opportunity for every four year old to participate in pre-kindergarten classes to become better prepared for kindergarten.

In April of each year, the school holds "Kindergarten Round-up". This is an informational session, where parents can complete necessary enrollment paperwork, ask questions, and take a tour of the kindergarten classrooms.

Parents may contact the Principal, Assistant Principal, or the School Counselor for additional information and a tour of the school.

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

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2015 targets.
- G2.** The percent of students making more than a year's gain will increase by at least 10%.
- G3.** At least 50% of the lowest 25% will make a year's gain.

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. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2015 targets. **1a**

 G073619

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	55.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	65.0

Resources Available to Support the Goal **2**

- District adopted reading and math series, including intervention materials. Blended Learning technology applications.
- Title 1 Resources: My Sidewalks, Achieve 3000, Calendar Math, CPalms,

Targeted Barriers to Achieving the Goal **3**

- The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.
- Students have deficiencies that cannot be addressed during core block of instruction.
- Limited or restricted intervention resources and time impact the learning environment.

Plan to Monitor Progress Toward G1. **8**

Person Responsible

Schedule

Evidence of Completion

G2. The percent of students making more than a year's gain will increase by at least 10%. 1a

G073620

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	65.0

Resources Available to Support the Goal 2

- District adopted series, including intervention materials.
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math, Building Vocabulary

Targeted Barriers to Achieving the Goal 3

- Lack of time in the instructional day.
- Varied ability of students in each class.
- Excessive tardies and absences.

Plan to Monitor Progress Toward G2. 8

monitor individual and school wide attendance data.

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student and school wide attendance records

G3. At least 50% of the lowest 25% will make a year's gain. 1a

G073621

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	70.0
AMO Math - African American	67.0
AMO Reading - African American	69.0
AMO Reading - ED	70.0

Resources Available to Support the Goal 2

- District adopted reading and math series, including intervention series
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math

Targeted Barriers to Achieving the Goal 3

- Lack of pre-requisite skills needed for mastery of grade level content.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

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. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2015 targets. **1**

 G073619

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities. **2**

 B192267

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards. **4**

 S203702

Strategy Rationale

The district approved curriculum supports the Florida Standards.

Action Step 1 **5**

Implement the district adopted curriculum and supplemental resources with fidelity.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

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

Lesson plans will be reviewed and classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Jacqueline Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Lesson plans will be reviewed and classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 8/24/2015

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

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

Progress monitoring data will be submitted.

Person Responsible

Jacqueline Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Scores are submitted

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

Progress monitoring data will be submitted.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Scores are submitted

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

Progress monitoring data will be submitted.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Scores are submitted

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

4

 S203703

Strategy Rationale

By unpacking the standards and reviewing test specifications, teachers can gain a better understanding of the standards and set high expectations for their students.

Action Step 1 5

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Person Responsible

Jacqueline Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The leadership team will follow-up with teachers in team and cross grade level curriculum meetings and provide support with coaching and modeling of activities.

Person Responsible

Jacqueline Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, walkthroughs and teacher surveys

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct classroom walkthroughs and observations.

Person Responsible

Jacqueline Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthrough and observation forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct classroom walkthroughs and observations.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthrough and observation forms

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction. 2

B192268

G1.B2.S1 Provide supplemental instruction. 4

S203704

Strategy Rationale

The students need more time to gain needed skills.

Action Step 1 5

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Person Responsible

Austin McNichols

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

List of students being pulled for supplemental instruction.

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted during small group instruction.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and observations

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

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data entered and reviewed

G1.B3 Limited or restricted intervention resources and time impact the learning environment. 2

 B192269

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support. 4

 S203705

Strategy Rationale

The Positive Behavior and Intervention Support program fosters a safe and productive learning environment for all students.

Action Step 1 5

Meet as a Positive Behavior Support team to discuss strategies and focus.

Person Responsible

Vicki McAlhany

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agenda and minutes from meeting.

Action Step 2 5

Provide professional development in-service for teachers and staff.

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional development agenda and sign in sheet

Action Step 3 5

PAWS store and Positive Behavior Support events

Person Responsible

Amanda Armstrong

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Participation of students

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct Positive Behavior Support team meetings.

Person Responsible

Amanda Armstrong

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor participation in PAWS store and events.

Person Responsible

Amanda Armstrong

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Number of students that come to the PAWS store and attend the nine weeks events

G1.B3.S2 Teach and encourage the Seven Habits of Happy Kids traits found in the student planners in grades three, four, and five. **4**

 S203706

Strategy Rationale

The seven happy encourage students to be proactive, productive learners.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 **7**

Person Responsible

Schedule

Evidence of Completion

G1.B3.S3 Conduct a faculty book study of the book *How to Teach Thinking Skills Within the Common Core*. 4

 S203707

Strategy Rationale

A community and culture of common language, instructional practice, student learning and high expectations are key factors in helping teachers close the achievement gap.

Action Step 1 5

Conduct the book study.

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher sign up sheet and follow-up activity

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

A sign up sheet will be used to monitor participation in the book study.

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor students discipline and academic data.

Person Responsible

Austin McNichols

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student discipline and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor students discipline and academic data.

Person Responsible

Jacqueline Jones

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student discipline and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor students discipline and academic data.

Person Responsible

Vicki McAlhany

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student discipline and assessment data

G2. The percent of students making more than a year's gain will increase by at least 10%. 1

G073620

G2.B1 Lack of time in the instructional day. 2

B192270

G2.B1.S1 Provide after-school tutoring to targeted students. 4

S203708

Strategy Rationale

Students need additional time to gain needed skills.

Action Step 1 5

Analyze data, identify students.

Person Responsible

Austin McNichols

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student growth and areas of deficiencies

Action Step 2 5

Provide training to teacher's in the Achieve 3000 Program.

Person Responsible

Austin McNichols

Schedule

Annually, from 8/24/2015 to 8/24/2015

Evidence of Completion

Materials purchased, student lists with data and professional development completed.

Action Step 3 5

Conduct after school tutoring sessions in math two days a week from October 2014 until April 2015.

Person Responsible

Austin McNichols

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations of tutoring sessions

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

Walkthroughs and reviews of lesson plans will be conducted.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Walkthroughs and reviews of lesson plans will be conducted

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and lesson plans.

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

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person Responsible

Austin McNichols

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data submitted and reviewed

G2.B1.S2 Provide additional computer lab time before and after school for students to practice math facts. 4

 S203709

Strategy Rationale

Students need a strong understanding of basic math facts to support the development of higher-order math skills.

Action Step 1 5

Identify students who need additional support with math facts and begin morning and/or afternoon sessions in the computer lab.

Person Responsible

Austin McNichols

Schedule

On 6/9/2016

Evidence of Completion

Students math assessment data and teacher input

Action Step 2 5

Begin before and after school computer lab sessions where students will use the Reflex Math program to practice math facts.

Person Responsible

Austin McNichols

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance sheets, observation and Reflex Math participation reports.

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

Observation of math group and review of data

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Reports from the Achieve 3000 program will be reviewed regularly to determine if the students are making progress toward their goals.

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

The data will be reviewed regularly.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Achieve 3000 data reports

G2.B2 Varied ability of students in each class. 2

B192271

G2.B2.S1 Provide small group, differentiated instruction during core instructional time. 4

S203710

Strategy Rationale

Students need specific intervention and support in small groups to gain and practice needed skills.

Action Step 1 5

Analyze data, create groups, schedule groups,

Person Responsible

Austin McNichols

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data collected

Action Step 2 5

Provide professional development for teachers in high-yield strategies.

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Use of strategies in classroom as observed through walkthroughs and observations.

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

Walkthroughs and observations will be conducted.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and observations

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

Walkthroughs and observations will be conducted.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthroughs and observations

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

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data reviewed and discussions held

G2.B3 Excessive tardies and absences. 2

B192272

G2.B3.S1 Decrease the number of unexcused absences and unexcused tardies. 4

S203711

Strategy Rationale

When students are absent or late for school, it hinders their ability to gain the required skills to be successful.

Action Step 1 5

Review daily attendance and note absences and tardies.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Number of absences and tardies

Action Step 2 5

Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy

Person Responsible

Vicki McAlhany

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Contact log and copies of letters sent home

Action Step 3 5

Educational Planning Team Meeting

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Conference notes and attendance plan

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Records and copies of parent communication and Educational Planning Team Meeting

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student attendance records

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Continue to review daily attendance and communicate with our data base manager and families.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student attendance records; as well as documented communication with our data base manager and families.

G3. At least 50% of the lowest 25% will make a year's gain. 1

G073621

G3.B1 Lack of pre-requisite skills needed for mastery of grade level content. 2

B192273

G3.B1.S1 Provide supplemental instruction during the school day. 4

S203712

Strategy Rationale

Students need more time to gain needed skills.

Action Step 1 5

Use data to identify students and provide needed materials and training.

Person Responsible

Austin McNichols

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Students assessment data used to identify students targeted for intervention.

Action Step 2 5

Provide materials for teachers for use during supplemental instruction.

Person Responsible

Vicki McAlhany

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Materials purchased

Action Step 3 5

Providing modeling and coaching opportunities.

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Use of high-yield strategies and ideas.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs and observations will be conducted.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthorughs and observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs and observations will be conducted.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed walkthorughs and observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data from ongoing progress monitoring will be collected.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data submitted

G3.B1.S2 Provide extended learning opportunities. 4

 S203713

Strategy Rationale

Students need more time to gain needed skills.

Action Step 1 5

Identify students through data analysis, purchase needed materials and provide teacher training.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and observations

Action Step 2 5

Conduct after school tutoring groups for selected students.

Person Responsible

Austin McNichols

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, student attendance sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans for tutoring sessions will be reviewed and observations conducted.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed observations and lesson plan review

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans for tutoring sessions will be reviewed and observations conducted.

Person Responsible

Vicki McAlhany

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed observations and lesson plan review

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Students data from weekly assessments, unit assessments and district assessments will be collected.

Person Responsible

Austin McNichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data collected

G3.B1.S3 Teach and support grade level math vocabulary. 4

S203714

Strategy Rationale

Many students lack the needed vocabulary required to be successful in math

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

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.B1.S1.A1	Implement the district adopted curriculum and supplemental resources with fidelity.	Jones, Jacqueline	8/24/2015	Lesson plans, classroom walkthroughs and observations	6/9/2016 daily

Alachua - 0331 - Glen Springs Elementary School - 2015-16 SIP
Glen Springs 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.S2.A1	Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.	Jones, Jacqueline	8/24/2015	Lesson plans, classroom observations, and walkthroughs	6/9/2016 monthly
G1.B2.S1.A1	After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.	McNichols, Austin	8/24/2015	List of students being pulled for supplemental instruction.	6/9/2016 daily
G1.B3.S1.A1	Meet as a Positive Behavior Support team to discuss strategies and focus.	McAlhany, Vicki	8/24/2015	Agenda and minutes from meeting.	6/9/2016 monthly
G1.B3.S2.A1	[no content entered]			one-time	
G1.B3.S3.A1	Conduct the book study.	Jones, Jacqueline	8/24/2015	Teacher sign up sheet and follow-up activity	6/9/2016 quarterly
G2.B1.S1.A1	Analyze data, identify students.	McNichols, Austin	8/24/2015	Student growth and areas of deficiencies	6/9/2016 biweekly
G2.B1.S2.A1	Identify students who need additional support with math facts and begin morning and/or afternoon sessions in the computer lab.	McNichols, Austin	8/24/2015	Students math assessment data and teacher input	6/9/2016 one-time
G2.B2.S1.A1	Analyze data, create groups, schedule groups,	McNichols, Austin	8/24/2015	Data collected	6/9/2016 every-6-weeks
G2.B3.S1.A1	Review daily attendance and note absences and tardies.	McAlhany, Vicki	8/24/2015	Number of absences and tardies	6/9/2016 daily
G3.B1.S1.A1	Use data to identify students and provide needed materials and training.	McNichols, Austin	8/24/2015	Students assessment data used to identify students targeted for intervention.	6/9/2016 weekly
G3.B1.S2.A1	Identify students through data analysis, purchase needed materials and provide teacher training.	McNichols, Austin	8/24/2015	Lesson plans and observations	6/9/2016 monthly
G3.B1.S3.A1	[no content entered]			one-time	
G1.B3.S1.A2	Provide professional development in-service for teachers and staff.	McAlhany, Vicki	8/24/2015	Professional development agenda and sign in sheet	6/9/2016 quarterly
G2.B1.S1.A2	Provide training to teacher's in the Achieve 3000 Program.	McNichols, Austin	8/24/2015	Materials purchased, student lists with data and professional development completed.	8/24/2015 annually
G2.B1.S2.A2	Begin before and after school computer lab sessions where students will use the Reflex Math program to practice math facts.	McNichols, Austin	8/24/2015	Attendance sheets, observation and Reflex Math participation reports.	6/9/2016 biweekly
G2.B2.S1.A2	Provide professional development for teachers in high-yield strategies.	Jones, Jacqueline	8/24/2015	Use of strategies in classroom as observed through walkthroughs and observations.	6/9/2016 quarterly
G2.B3.S1.A2	Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy	McAlhany, Vicki	8/18/2014	Contact log and copies of letters sent home	6/4/2015 weekly
G3.B1.S1.A2	Provide materials for teachers for use during supplemental instruction.	McAlhany, Vicki	8/24/2015	Materials purchased	6/9/2016 quarterly
G3.B1.S2.A2	Conduct after school tutoring groups for selected students.	McNichols, Austin	8/24/2015	Lesson plans, student attendance sheets	6/9/2016 biweekly
G1.B3.S1.A3	PAWS store and Positive Behavior Support events	Armstrong, Amanda	8/24/2015	Participation of students	6/9/2016 weekly
G2.B1.S1.A3	Conduct after school tutoring sessions in math two days a week from October 2014 until April 2015.	McNichols, Austin	8/24/2015	Observations of tutoring sessions	6/9/2016 biweekly
G2.B3.S1.A3	Educational Planning Team Meeting	McAlhany, Vicki	8/24/2015	Conference notes and attendance plan	6/9/2016 quarterly

Alachua - 0331 - Glen Springs Elementary School - 2015-16 SIP
Glen Springs Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3	Providing modeling and coaching opprtunities.	Jones, Jacqueline	8/24/2015	Use of high-yield strategies and ideas.	6/9/2016 quarterly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Progress monitoring data will be submitted.	Jones, Jacqueline	8/24/2015	Scores are submitted	6/9/2016 monthly
G1.B1.S1.MA4	Progress monitoring data will be submitted.	McAlhany, Vicki	8/24/2015	Scores are submitted	6/9/2016 monthly
G1.B1.S1.MA5	Progress monitoring data will be submitted.	McNichols, Austin	8/24/2015	Scores are submitted	6/9/2016 monthly
G1.B1.S1.MA1	Lesson plans will be reviewed and classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.	Jones, Jacqueline	8/24/2015	The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.	6/9/2016 weekly
G1.B1.S1.MA3	Lesson plans will be reviewed and classroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.	McAlhany, Vicki	8/24/2015	The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.	8/24/2015 daily
G1.B2.S1.MA1	Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.	McNichols, Austin	8/24/2015	Data entered and reviewed	6/9/2016 monthly
G1.B2.S1.MA1	Walkthroughs and observations will be conducted during small group instruction.	Jones, Jacqueline	8/24/2015	Completed walkthroughs and observations	6/9/2016 daily
G1.B2.S1.MA3	Walkthroughs and observations will be conducted during small group instruction.	McAlhany, Vicki	8/24/2015	Completed walkthroughs and observations	6/9/2016 daily
G1.B3.S1.MA1	Monitor participation in PAWS store and events.	Armstrong, Amanda	8/24/2015	Number of students that come to the PAWS store and attend the nine weeks events	6/9/2016 weekly
G1.B3.S1.MA1	Conduct Positive Behavior Support team meetings.	Armstrong, Amanda	8/24/2015	Discipline data	6/9/2016 quarterly
G1.B1.S2.MA1	Conduct classroom walkthroughs and observations.	Jones, Jacqueline	8/24/2015	Completed walkthrough and observation forms	6/9/2016 monthly
G1.B1.S2.MA3	Conduct classroom walkthroughs and observations.	McAlhany, Vicki	8/24/2015	Completed walkthrough and observation forms	6/9/2016 daily
G1.B1.S2.MA1	The leadership team will follow-up with teachers in team and cross grade level curriculum meetings and provide support with coaching and modeling of activities.	Jones, Jacqueline	8/24/2015	Lesson plans, classroom observations, walkthroughs and teacher surveys	6/9/2016 monthly
G1.B3.S2.MA1	[no content entered]			one-time	
G1.B3.S2.MA1	[no content entered]			one-time	
G1.B3.S3.MA1	Monitor students discipline and academic data.	McNichols, Austin	8/24/2015	Student discipline and assessment data	6/9/2016 biweekly
G1.B3.S3.MA3	Monitor students discipline and academic data.	Jones, Jacqueline	8/24/2015	Student discipline and assessment data	6/9/2016 biweekly
G1.B3.S3.MA4	Monitor students discipline and academic data.	McAlhany, Vicki	8/24/2015	Student discipline and assessment data	6/9/2016 biweekly
G1.B3.S3.MA1	A sign up sheet will be used to monitor participation in the book study.	Jones, Jacqueline	8/24/2015	Sign-in sheet	6/9/2016 quarterly
G2.MA1	monitor individual and school wide attendance data.	McAlhany, Vicki	8/24/2015	Student and school wide attendance records	6/9/2016 quarterly
G2.B1.S1.MA1	Data from on-going progress monitoring, weekly assessments and district assessments will be submitted	McNichols, Austin	8/24/2015	Data submitted and reviewed	6/9/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	by the teachers and reviewed to monitor the effectiveness.				
G2.B1.S1.MA1	Walkthroughs and reviews of lesson plans will be conducted.	Jones, Jacqueline	8/24/2015	Completed walkthroughs and lesson plans.	6/9/2016 daily
G2.B1.S1.MA3	Walkthroughs and reviews of lesson plans will be conducted	McAlhany, Vicki	8/24/2015	Completed walkthroughs and lesson plans.	6/9/2016 daily
G2.B2.S1.MA1	Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.	McNichols, Austin	8/24/2015	Data reviewed and discussions held	6/9/2016 monthly
G2.B2.S1.MA1	Walkthroughs and observations will be conducted.	Jones, Jacqueline	8/24/2015	Completed walkthroughs and observations	6/9/2016 daily
G2.B2.S1.MA3	Walkthroughs and observations will be conducted.	McAlhany, Vicki	8/24/2015	Completed walkthroughs and observations	6/9/2016 daily
G2.B3.S1.MA1	Continue to review daily attendance and communicate with our data base manager and families.	McAlhany, Vicki	8/24/2015	Student attendance records; as well as documented communication with our data base manager and families.	6/9/2016 daily
G2.B3.S1.MA1	Records and copies of parent communication and Educational Planning Team Meeting	McAlhany, Vicki	8/24/2015	Student attendance records	6/9/2016 quarterly
G2.B1.S2.MA1	The data will be reviewed regularly.	McNichols, Austin	8/24/2015	Achieve 3000 data reports	6/9/2016 monthly
G2.B1.S2.MA1	Observation of math group and review of data	McNichols, Austin	8/24/2015	Reports from the Achieve 3000 program will be reviewed regularly to determine if the students are making progress toward their goals.	6/9/2016 monthly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Data from ongoing progress monitoring will be collected.	McNichols, Austin	8/24/2015	Data submitted	6/9/2016 monthly
G3.B1.S1.MA1	Walkthroughs and observations will be conducted.	Jones, Jacqueline	8/24/2015	Completed walkthorughs and observations	6/9/2016 daily
G3.B1.S1.MA3	Walkthroughs and observations will be conducted.	McAlhany, Vicki	8/24/2015	Completed walkthorughs and observations	6/9/2016 daily
G3.B1.S2.MA1	Students data from weekly assessments, unit assessments and district assessments will be collected.	McNichols, Austin	8/24/2015	Data collected	6/9/2016 monthly
G3.B1.S2.MA1	Lesson plans for tutoring sessions will be reviewed and observations conducted.	Jones, Jacqueline	8/24/2015	Completed observations and lesson plan review	6/9/2016 daily
G3.B1.S2.MA3	Lesson plans for tutoring sessions will be reviewed and observations conducted.	McAlhany, Vicki	8/24/2015	Completed observations and lesson plan review	6/9/2016 daily
G3.B1.S3.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	[no content entered]			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.

G1. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2015 targets.

G1.B1 The transition to Florida Standards, and the impact the transition has on the type and complexity of activities.

G1.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Florida Standards.

PD Opportunity 1

Implement the district adopted curriculum and supplemental resources with fidelity.

Facilitator

District staff, Principal, Assistant Principal, and FCIM facilitator

Participants

All teachers

Schedule

Daily, from 8/24/2015 to 6/9/2016

G1.B1.S2 Develop an understanding of the Florida Standards and the Florida Standards Assessment.

PD Opportunity 1

Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.

Facilitator

Leadership Team

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G1.B2.S1 Provide supplemental instruction.

PD Opportunity 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Facilitator

FCIMS Facilitator, Assistant Principal

Participants

All Teachers

Schedule

Daily, from 8/24/2015 to 6/9/2016

G1.B3 Limited or restricted intervention resources and time impact the learning environment.

G1.B3.S1 Continue the implementation of Positive Behavior Intervention and Support.

PD Opportunity 1

Provide professional development in-service for teachers and staff.

Facilitator

McAlhany, Vicki

Participants

Glen Springs faculty members and staff

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G1.B3.S3 Conduct a faculty book study of the book How to Teach Thinking Skills Within the Common Core.

PD Opportunity 1

Conduct the book study.

Facilitator

Leadership Team

Participants

All teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G2. The percent of students making more than a year's gain will increase by at least 10%.

G2.B1 Lack of time in the instructional day.

G2.B1.S1 Provide after-school tutoring to targeted students.

PD Opportunity 1

Provide training to teacher's in the Achieve 3000 Program.

Facilitator

Title 1

Participants

After-school Teacher Tutors

Schedule

Annually, from 8/24/2015 to 8/24/2015

G2.B2 Varied ability of students in each class.

G2.B2.S1 Provide small group, differentiated instruction during core instructional time.

PD Opportunity 1

Provide professional development for teachers in high-yield strategies.

Facilitator

Principal, Assistant Principal, FCIM Facilitator

Participants

All teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G3. At least 50% of the lowest 25% will make a year's gain.

G3.B1 Lack of pre-requisite skills needed for mastery of grade level content.

G3.B1.S1 Provide supplemental instruction during the school day.

PD Opportunity 1

Use data to identify students and provide needed materials and training.

Facilitator

Principal, Assistant Principal, FCIM Facilitator

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G3.B1.S2 Provide extended learning opportunities.

PD Opportunity 1

Identify students through data analysis, purchase needed materials and provide teacher training.

Facilitator

Principal, Assistant Principal, FCIM Facilitator

Participants

Teacher tutors

Schedule

Monthly, from 8/24/2015 to 6/9/2016

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	Implement the district adopted curriculum and supplemental resources with fidelity.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,500.00
<i>Notes: Purchase supplementary materials not already provided to support state adopted series.</i>						
2	G1.B1.S2.A1	Teachers will review the Florida Standards and review test specifications in grade level and cross-grade level groups and use the information to guide their instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,500.00
<i>Notes: Teachers at grades 3, 4 and 5 will be provided a substitute to provide release time for grade level planning and standards review.</i>						
3	G1.B2.S1.A1	After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$2,000.00
<i>Notes: These funds will be used to purchase resource materials for teachers to use with students during intervention groups.</i>						
4	G1.B3.S1.A1	Meet as a Positive Behavior Support team to discuss strategies and focus.				\$0.00
5	G1.B3.S1.A2	Provide professional development in-service for teachers and staff.				\$0.00
6	G1.B3.S1.A3	PAWS store and Positive Behavior Support events				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,000.00
<i>Notes: The funds will be used to to purchase items for the PAWS store and to fund nine weeks events.</i>						
7	G1.B3.S2.A1					\$0.00
8	G1.B3.S3.A1	Conduct the book study.				\$1,150.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$750.00
			<i>Notes: Create funds will be used to pay teacher stipends for time beyond the contact day.</i>			
			District-Wide	Title I Part A		\$400.00
			<i>Notes: Funds will be used to purchase the books for the book study.</i>			
9	G2.B1.S1.A1	Analyze data, identify students.				\$0.00
10	G2.B1.S1.A2	Provide training to teacher's in the Achieve 3000 Program.				\$4,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$4,140.00
11	G2.B1.S1.A3	Conduct after school tutoring sessions in math two days a week from October 2014 until April 2015.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,200.00
12	G2.B1.S2.A1	Identify students who need additional support with math facts and begin morning and/or afternoon sessions in the computer lab.				\$0.00
13	G2.B1.S2.A2	Begin before and after school computer lab sessions where students will use the Reflex Math program to practice math facts.				\$0.00
14	G2.B2.S1.A1	Analyze data, create groups, schedule groups,				\$0.00
15	G2.B2.S1.A2	Provide professional development for teachers in high-yield strategies.				\$0.00
16	G2.B3.S1.A1	Review daily attendance and note absences and tardies.				\$0.00
17	G2.B3.S1.A2	Contact parent to inquire about repeated absences and tardies and also inform about District attendance policy				\$0.00
18	G2.B3.S1.A3	Educational Planning Team Meeting				\$0.00
19	G3.B1.S1.A1	Use data to identify students and provide needed materials and training.				\$0.00
20	G3.B1.S1.A2	Provide materials for teachers for use during supplemental instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,500.00
			<i>Notes: The funds will be used to purchase materials that supplement the basal and support the Florida Standards.</i>			

Budget Data						
21	G3.B1.S1.A3	Providing modeling and coaching opprtunities.				\$0.00
22	G3.B1.S2.A1	Identify students through data analysis, purchase needed materials and provide teacher training.				\$0.00
23	G3.B1.S2.A2	Conduct after school tutoring groups for selected students.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,000.00
24	G3.B1.S3.A1					\$0.00
					Total:	\$15,990.00