

# High Point Elementary School



2015-16 School Improvement Plan

## High Point Elementary School

5921 150TH AVE N, Clearwater, FL 33760

<http://www.highpoint-es.pinellas.k12.fl.us>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
58%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
70%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Pinellas County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Educate and prepare each student for college, career and life.

##### **Provide the school's vision statement**

100% student success

#### School Environment

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

High Point Elementary will distribute and analyze student surveys for grades K-2 and 3-5 to ensure that students needs are being meet. High Point will place a focus on daily class meetings for the school year 2015-16. The teachers will use culturally diverse class lessons and literature that builds a strong relationship between students and teachers. The school will provide cultural proficiency professional development and staff recognition monthly. In addition, High Point Elementary is seeking opportunities to involve families in education for English at school and offer translations at all school functions. High Point is working with Hispanic families through workshops and offering PD opportunities through ESOL in 2015-16.

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

High Point Elementary teaches and reteaches the Guidelines for Success and School Wide procedures and processes to all students within the first ten days of school. The classroom rules and expectations are posted and monitored by the behavior team walk-throughs, surveys, and data. The site safety team plans and meets monthly to ensure that the school is meeting all safety regulations. Our school is well staffed with highly trained personnel. We follow district and state safety guidelines. High Point Elementary uses a Positive Behavior Support System for students that creates an atmosphere of respectful, responsible and safe behavior.

##### **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**

High Point Elementary provides Positive Office Awards by rewarding positive behavior throughout the school. We have posted Classroom Behavior Expectations, School Wide/Common Area Expectations (Guidelines for Success), ODR (Office Discipline Referral System), Behavior Call Log in office, School Wide Behavior System. Our system procedure includes the following steps:

- ~Warning
- ~In-Class Time Out
- ~Reintroduce to class
- ~Out of Class Time Out (based on age)
- ~Reintroduce to class (Positive)
- ~A. Parent Contact, B. Student Conference, C. Office Time Out (Teacher's Choice)
- ~Reintroduce to class



~Repeat steps 1-5

~Office referral

The Positive Reward/Recognition Program Established – Develop and implement a school-wide system for recognizing positive behaviors -

1. Positive Office Awards
2. Positive Behavior Events recognizing positive behaviors
3. Staff recognition – Implement a weekly plan of implementation
4. Cafeteria coins for class reward used to reinforce positive behaviors

**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**

High Point Elementary has a Social Worker and School Counselor 5 days/week that can provide our students with counseling and lessons. We also have our School Psychologist 4 days/week. In addition, High Point has one Behavior Coach who assists teachers with behavior strategies in the classroom and a Behavior Specialist who attends to students who need more attention to one on one behaviors. The counselor provides monthly classroom guidance lessons with a focus on character and any student need based on observation or teacher concern. High Point Elementary is also offering 5,000 Role Models, Girlfriends, Big Brothers/Big Sisters as some examples of some pupil services for 2015- 16. Tech Date is our executive PASS partner. The goal is to have 70 mentors for 2015- 16. In addition, High Point Elementary has also in the past utilized community programs such as: Toys for Tots, Angel Tree, Community Agencies (Pack a Snack, Clothes to Kids, etc.). In 2015-16 High Point plans on having training on Culturally Sensitive Staff Development, Book of the Month presentations with a focus on character development. Lastly, Trauma Informed Care Training will be provided for our students.

**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**

Our MTSS, SBLT, and PLC teams will use data to drive meetings targeting students who are on the list of potential early warning indicators for academics, attendance, and behavior. We will look at the FCAT data from 2013- 14 and have the quartiles listed to identify our most struggling students. We will also use Common Assessment data from 2014-15. We use the Pinellas County Problem Solving Process at both SBLT and PLC meetings. Teacher reps attend SBLT and minutes are shared while teacher analyze data and problem solve. We look at barriers and identify the problem and develop action plans around the identified area of concern.

\*2013-2014 attendance was 95.8%

\*2014- 2015 attendance was 94.3%

**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	42	42	31	35	24	24	198
One or more suspensions	2	3	1	3	2	12	23
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	31	21	86
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	4	10	18

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

Jan Richardson's Guided Reading Routine - differentiated small reading and writing instructional model  
 Math Small group instruction -differentiated small group math intervention  
 ST Math - computer based differentiated program  
 LLI- Leveled literacy small group intensive reading instruction  
 iStation- a tiered computer based reading program used to increase reading and comprehension skills  
 Neumors- reading program for primary students that is used in small group reading intervention time  
 Words Their Way- vocabulary routine that is used in classrooms during ELA block  
 \*These programs are progressed monitored with fidelity and discussed at SBLT. Data collection will be shared and ongoing.

**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/52301>.

**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**

The Family Community Liaison works closely with the school counselor and the social worker to assess family and community needs. The liaison obtains resources through partnerships, district services, and local organizations and churches. These resources include: Big Brothers Big Sisters, 5000 Role Models, Girlfriends, Tail Waggin Tutors, R- Club, Tech Data, JWB, YMCA and State Attorneys Office

## 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
Taylor, Susan	Principal
Evancho, Margo	Instructional Coach
Cangemi, Karen	Instructional Coach
Distaula, Shanon	Instructional Coach
Monk, Elizabeth	Guidance Counselor
Koller, Vicki	Attendance/Social Work
Robinson, Carrollaine	Assistant Principal
Tsambis, Anna	Other

#### Duties

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

The facilitator/A.P. Ms. Robinson and the principal, Dr. Taylor generate the agenda and lead team discussions. The data manager (Erin Enyart, Anna Tsambis) assist the team in accessing and interpreting data. The necessary technology is utilized and managed to display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers on the server in an SBLT folder. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year.

Title I, Part A funds are utilized, in conjunction with various other federal, state, local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including, but not limited to: School and Community Support (Tech Data, GE Aviation, Publix), Teacher and Learning, Accountability & Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.

Onsite coaches collaboratively plan with SBLT calendaring content for the school 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***

SBLT members include: Principal, Assistant Principal, Content Area Coaches, Student Support Services,

Grade Level Representatives, MTSS/RTI- funded by Title I, Diagnostician, ESOL rep, ESE rep, Specialists

\* Grade level teachers and specialists will rotate monthly for the SBLT meetings (one primary and one intermediate will rotate weekly for SBLT meetings. The facilitator, Dr. Tsambis , assistant principal Ms. Robinson and principal Dr. Taylor generate the agenda and lead team discussions. The data manager assist the team in accessing and interpreting data. The recorder documents the meeting, attendees, the content and sends to team members in a timely manner. In addition, a record is kept on hand on the server for teachers. The time keeper makes sure the meetings begin and end on time. Meeting times are Monday's from 7:30- 8:15 throughout the school year.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Anna Tsambis	Teacher
Susan Taylor	Principal
George Garcia	Business/Community
David Baney	Parent
Marie Martinez	Parent
Jonathan Soto	Parent
Graciela Bourke	Teacher
Diane Allen	Teacher
Liz Monk	Teacher
Tia Irvin	Teacher
Deputy Juardo	Business/Community
Deputy Wilson	Business/Community
Melissa Adams	Business/Community
Kelly Van Stedum	Teacher
June Caruso	Teacher
Amanda Lian	Parent
Bachu Wagerarrad	Parent
Gnanum Muthukuran	Parent
Nancy Mathais	Parent
Patti Barbur	Teacher
Alia Firawan	Parent
Erica Vasquez	Parent
Shermelian Hainrick	Parent
Yarsisi Calzaldo	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*

SAC meeting was held and data was shared including 2013- 14 FCAT data, 2014-15 CELLA, 2014-15, 2014-15 SAT 10, 2014-15 Common Assessments. The state with the district's support from the Teaching and Learning department directed the school to implement an extra half hour of reading instruction. High Point was ranked #31- 1800 + in the state in reading scores in 2013- 2014.

*Development of this school improvement plan*

SAC and staff reviews SIP plan in September, gives input, and approves final submission.

*Preparation of the school's annual budget and plan*

The approximate budget based on 2015- 2016 is \$4,000. All expenditures will be aligned to the SIP for 2015- 2016.

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

SAC funds will be used to purchase leveled books in grades K-5.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

High Point has always met requirements.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Taylor, Susan	Principal
Robinson, Carrolaine	Assistant Principal
Cangemi, Karen	Instructional Coach
LaPlante, Joyce	Teacher, K-12
Distaula, Shanon	Instructional Coach
Tsambis, Anna	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

Using the data-based Problem Solving Model which includes SBLT, the major initiatives of LLT for the 2015-2016 school year will be to support staff professional development in literacy including development of high yield teaching strategies in all content areas based on Florida Standards. A strategic professional development calendar and SBLT calendar will be developed for the 2015-16 school year to include JIT (Just In Time), professional development (PD) in data analysis.

**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**

High Point Elementary schedules grade level collaborative planning weekly in ELA and math. Positive KUDOS are shared weekly in Taylor Talks. Team Building activities and breakfasts are scheduled monthly.

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

The new teachers meet with Margo Evancho and both of the administrators weekly and create the agenda based on all stakeholders input from the previous week. TDE's are provided with compensation outside the contracted school day for professional development with content area experts such as Jan Richardson and Rachael Mc Anallen.

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

Margo Evancho and both administrators meet with new teachers weekly. Beginning teachers are paired with highly effective at their grade level. These mentoring teachers exhibit strong leadership qualities and strong content knowledge. Planned mentoring activities include discussing student data, planning lessons, connecting lessons to content standards, analyzing student work and modeling or co teaching.

## 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***

We utilize Administrator at a Glance monthly to ensure that we are using the Florida State Standards with fidelity. Our ELA, math, and science coaches use the coaching model. Administration performs daily walk throughs as well as the Marzano evaluation tool. We will use sustained and differentiated professional development provided by our instructional coaches as well as feedback from the ISM visits.

#### 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***

We progress monitoring of ELA, math, science every four to six weeks utilizing percentages of meeting, above and below grade level. We use CELLA data and implement ELL best practices. We use running record data three times a year and this drives student instruction. We have implemented the usage of MFAS to drive math instruction. We triangulate the data to match individual students needs to a research based intervention. Schoolwide small group instruction is used in all content area based on data. District common assessment data is used to inform teachers of student and teacher next steps.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

The learning day will be extended daily by 30 minutes for ELA utilizing small group differentiated instruction. Research based initiatives such as : LLI, LLI Gold, Jan Richardson's Guided Reading Routine, iStation, and Words Their Way.

**Strategy Rationale**

To increase student proficiency and gains in all content areas

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Taylor, Susan, [taylor-su@pcsb.org](mailto:taylor-su@pcsb.org)

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

Progress monitoring by SBLT and Student Services Team will collect and analyze data. Reports will be given monthly at SBLT meetings.

**Strategy:** After School Program

**Minutes added to school year:** 3,600

STEM

**Strategy Rationale**

STEM aids in the connection between math and science

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Robinson, Carrollaine, [robinsoncar@pcsb.org](mailto:robinsoncar@pcsb.org)

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

Students in STEM and district common assessments as well as FCAT 2.0 data

**Strategy:** After School Program

**Minutes added to school year:** 5,400

ELP- I Ready program

**Strategy Rationale**

Reading and math support through I Ready program for R Club students, and targeted level 1 and 2 schoolwide for grades 3-5 as well as third grade students in the lowest quintiles for FSA. Primary students are targeted based on CELLA, SAT 10.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Robinson, Carrollaine, robinsoncar@pcsb.org

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

I Ready data and comparison between common assessments and running records

**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**

Our school welcomes families anytime during the school day. Tours are given so families feel comfortable during this transitional period. Open House is scheduled before the first day of school for all students. Peer mentors are assigned to new students. Title 1 hosts a kindergarten round up to introduce parents and students to High Point Elementary. They meet the teachers and become familiar with the campus. Students are given a readiness bag to prepare them for the upcoming school year. Transition to middle school- 5th grade students will have an opportunity to meet with middle school guidance counselors and review course choices.

**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:

.

#### 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.** Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules
- G2.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.
- G3.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students for data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class.

## 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.** Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules **1a**

🔑 G068611

**Targets Supported** **1b**

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

**Resources Available to Support the Goal** **2**

- Brain based lessons within class

**Targeted Barriers to Achieving the Goal** **3**

- Time and staff support

**G2.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. **1a**

G062287

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** **2**

- Money for Professional Development (See Title I budget)
- High Amount of Support Services
- District Wide Training/Professional Development available
- Collaboration with similar population schools in the area/TDE with Eisenhower
- Full time ELA, math, PBS, and MTSS coaches
- Online lesson planning software program-planbook.com
- Science coach
- Jan Richardson and Ms. Math PD with TDE's
- District support - teaching and learning

**Targeted Barriers to Achieving the Goal** **3**

- Teachers are in the process of understanding Florida Standards and delivery of instructional practices

**Plan to Monitor Progress Toward G2.** **8**

Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and task, and active student engagement will be observed.

**Person Responsible**

Carrollaine Robinson

**Schedule**

Weekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Data from the following sources: Module Common Assessments (K-5), FAIR FS (3-5), formative and summative assessments, Tier 2 and 3 progress monitoring, walkthroughs, and iObservation

**G3.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students for data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class. 1a

 G062288

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	62.0
AMO Math - African American	55.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Strategic recruitment targeting African American students for the extended learning opportunities (Monday - Thursday) for STEM, Robotics and ELP. Staff mentors for African American student to perform data chats bi weekly and the check in check policy with Margo Evancho. Data collection sheet that is monitored at SBLT for African American students to progress monitor their academic and behavior performance.

**Targeted Barriers to Achieving the Goal** 3

- Cultural sensitivity and responsiveness within the school environment. Staff is being reactive as opposed to proactive.

**Plan to Monitor Progress Toward G3.** 8

Monitoring for effectiveness will show growth in before and after school attendance and time on research based identified online programs.

**Person Responsible**

Carrollaine Robinson

**Schedule**

Every 6 Weeks, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Data and reports using ST Math, Istation, AIMS web, iReady, and DIBELS.

## 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

**G2.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. **1**

 G062287

**G2.B3** Teachers are in the process of understanding Florida Standards and delivery of instructional practices **2**

 B159821

**G2.B3.S1** Increase teacher knowledge and delivery of standards based instruction **4**

 S171262

### Strategy Rationale

Teachers need to increase their knowledge of standards/benchmarks in order to provide rigorous and engaging standards based instruction

### Action Step 1 **5**

Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.

#### Person Responsible

Carrollaine Robinson

#### Schedule

Weekly, from 9/15/2014 to 5/25/2015

#### Evidence of Completion

Sign in sheets and minutes from meetings; walk through; fidelity checklist

**Action Step 2** 5

Participate in district-wide module roll outs

**Person Responsible**

Karen Cangemi

**Schedule**

Every 6 Weeks, from 9/15/2014 to 5/18/2015

**Evidence of Completion**

Lesson plans using planbook.com

**Action Step 3** 5

Participate in weekly grade level collaborative planning sessions with coaches

**Person Responsible**

Carrollaine Robinson

**Schedule**

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

**Evidence of Completion**

Lesson plans using planbook.com

**Action Step 4** 5

Implement standards based lessons developed in collaborative planning sessions with coaches

**Person Responsible**

Susan Taylor

**Schedule**

Weekly, from 9/8/2015 to 9/8/2015

**Evidence of Completion**

Administrative walkthroughs and coaches logs

**Action Step 5** 5

Participate in coaching cycle based on teacher need and/or administrative requests as needed.

**Person Responsible**

Susan Taylor

**Schedule**

Biweekly, from 9/15/2015 to 9/15/2015

**Evidence of Completion**

Administrative walkthroughs

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

Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning

**Person Responsible**

Susan Taylor

**Schedule**

Biweekly, from 9/8/2015 to 6/10/2016

**Evidence of Completion**

Administrative walkthroughs and coaches logs

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

Student Data and Engagement

**Person Responsible**

Carrollaine Robinson

**Schedule**

Biweekly, from 9/15/2015 to 5/25/2016

**Evidence of Completion**

Common assessment data, FAIR data, student assessment data, formative assessments, MFAS, Cpalms,

**G3.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students for data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class. 1

G062288

**G3.B1** Cultural sensitivity and responsiveness within the school environment. Staff is being reactive as opposed to proactive. 2

B159822

**G3.B1.S1** African American students will have school based mentors for data chats for academics. African American students will have check in and check out with the behavior coach for behavior to deter any issues. 4

S171263

### Strategy Rationale

If we provide extra support to our African American students and families then children will increase their proficiency in the areas of reading, math, and science.

### Action Step 1 5

The multimedia centers are open from 7:30-4:45 pm daily. In addition Tuesday until 7:30 pm.

#### Person Responsible

Carrollaine Robinson

#### Schedule

Daily, from 9/7/2015 to 6/3/2016

#### Evidence of Completion

Attendance sheets are kept by all tutors and sign in sheets for morning access.

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

Growth in academic subject areas based on ongoing common assessments, Running Records, DIBELS, AIMS, and Istation reports.

#### Person Responsible

Carrollaine Robinson

#### Schedule

Every 6 Weeks, from 9/7/2015 to 6/3/2016

#### Evidence of Completion

Student data and reports from multiple sources.



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

Monitoring for effectiveness will show growth in before and after school attendance and time on research based identified online programs.

**Person Responsible**

Carrollaine Robinson

**Schedule**

Every 6 Weeks, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Data and reports using ST Math, Istation, AIMS web, iReady, and DIBELS.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.	Robinson, Carrollaine	9/15/2014	Sign in sheets and minutes from meetings; walk through; fidelity checklist	5/25/2015 weekly
G3.B1.S1.A1	The multimedia centers are open from 7:30-4:45 pm daily. In addition Tuesday until 7:30 pm.	Robinson, Carrollaine	9/7/2015	Attendance sheets are kept by all tutors and sign in sheets for morning access.	6/3/2016 daily
G2.B3.S1.A2	Participate in district-wide module roll outs	Cangemi, Karen	9/15/2014	Lesson plans using planbook.com	5/18/2015 every-6-weeks
G2.B3.S1.A3	Participate in weekly grade level collaborative planning sessions with coaches	Robinson, Carrollaine	9/8/2014	Lesson plans using planbook.com	5/29/2015 weekly
G2.B3.S1.A4	Implement standards based lessons developed in collaborative planning sessions with coaches	Taylor, Susan	9/8/2015	Administrative walkthroughs and coaches logs	9/8/2015 weekly
G2.B3.S1.A5	Participate in coaching cycle based on teacher need and/or administrative requests as needed.	Taylor, Susan	9/15/2015	Administrative walkthroughs	9/15/2015 biweekly
G2.MA1	Instruction will be aligned to standards and benchmarks, rigor will be evident in both text and task, and active student engagement will be observed.	Robinson, Carrollaine	9/7/2015	Data from the following sources: Module Common Assessments (K-5), FAIR FS (3-5), formative and summative assessments, Tier 2 and 3 progress monitoring, walkthroughs, and iObservation	6/3/2016 weekly
G2.B3.S1.MA1	Student Data and Engagement	Robinson, Carrollaine	9/15/2015	Common assessment data, FAIR data, student assessment data, formative assessments, MFAS, Cpalms,	5/25/2016 biweekly
G2.B3.S1.MA1	Teachers plan collaboratively with reduced coach support and delivery of instruction that is standards based which includes student centered learning	Taylor, Susan	9/8/2015	Administrative walkthroughs and coaches logs	6/10/2016 biweekly
G3.MA1	Monitoring for effectiveness will show growth in before and after school attendance and time on research based identified online programs.	Robinson, Carrollaine	9/7/2015	Data and reports using ST Math, Istation, AIMS web, iReady, and DIBELS.	6/3/2016 every-6-weeks

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/End Date</b>
G3.B1.S1.MA1	Monitoring for effectiveness will show growth in before and after school attendance and time on research based identified online programs.	Robinson, Carrollaine	9/7/2015	Data and reports using ST Math, Istation, AIMS web, iReady, and DIBELS.	6/3/2016 every-6-weeks
G3.B1.S1.MA1	Growth in academic subject areas based on ongoing common assessments, Running Records, DIBELS, AIMS, and Istation reports.	Robinson, Carrollaine	9/7/2015	Student data and reports from multiple sources.	6/3/2016 every-6-weeks

## 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 provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas.

**G2.B3** Teachers are in the process of understanding Florida Standards and delivery of instructional practices

**G2.B3.S1** Increase teacher knowledge and delivery of standards based instruction

### PD Opportunity 1

Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.

#### Facilitator

On site facilitators-various coaches and/or teachers

#### Participants

All instructional staff

#### Schedule

Weekly, from 9/15/2014 to 5/25/2015

**G3.** If we provide standards based instruction with fidelity and support for our African American students in the areas of reading, math, and science then we will increase the AMO's and decrease the achievement gap. We are providing staff members as mentors for African American students for data chats in academics bi weekly. We also have a check in and check policy daily that will increase time in class.

**G3.B1** Cultural sensitivity and responsiveness within the school environment. Staff is being reactive as opposed to proactive.

**G3.B1.S1** African American students will have school based mentors for data chats for academics. African American students will have check in and check out with the behavior coach for behavior to deter any issues.

### **PD Opportunity 1**

The multimedia centers are open from 7:30-4:45 pm daily. In addition Tuesday until 7:30 pm.

#### **Facilitator**

Shanon Distaula

#### **Participants**

All tutors

#### **Schedule**

Daily, from 9/7/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G2.B3.S1.A1	<b>Attend site based, ongoing professional development that is embedded and differentiated based on teacher expertise.</b>				<b>\$20,239.28</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1811 - High Point Elementary School	Title I Part D (N&D)		\$20,239.28
2	G2.B3.S1.A2	<b>Participate in district-wide module roll outs</b>				<b>\$3,451.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1811 - High Point Elementary School	Title I Part D (N&D)		\$3,451.80
3	G2.B3.S1.A3	<b>Participate in weekly grade level collaborative planning sessions with coaches</b>				<b>\$0.00</b>
4	G2.B3.S1.A4	<b>Implement standards based lessons developed in collaborative planning sessions with coaches</b>				<b>\$0.00</b>
5	G2.B3.S1.A5	<b>Participate in coaching cycle based on teacher need and/or administrative requests as needed.</b>				<b>\$0.00</b>
6	G3.B1.S1.A1	<b>The multimedia centers are open from 7:30-4:45 pm daily. In addition Tuesday until 7:30 pm.</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$23,691.08</b>