

Highland Lakes Elementary School



2015-16 School Improvement Plan

Highland Lakes Elementary School

1230 HIGHLANDS BLVD, Palm Harbor, FL 34684

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

38%

Alternative/ESE Center

No

Charter School

No

Minority

23%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan is pending approval by the 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
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Highland Lakes Elementary School is to create a safe and respectful learning environment which fosters self-directed learners. We will do this by accomplishing our school Improvement Plan goals and providing quality educational experiences so that we will build a community of successful, life-long learners.

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

The teachers at Highland Lakes Elementary work to build a smooth transition from grade level to grade level communicating expectations to parents and fostering an environment that centers around parent communication so that all stakeholders can work collectively together to raise student achievement. Teachers are highly skilled at student centered education that is not teacher-directed or skills taught in isolation. Best practices are utilized in order to raise student engagement so students have effective conversations. This results in teachers and students learning about cultural differences and relationship building.

Highland Lakes' Multicultural Program provides students an opportunity to learn about each other's cultures providing them the opportunity to learn about each other individually. Our Family and Community

Liaison, Social Worker and Guidance Counselor will assist with the implementation a Mentor Program (Check and Connect). This process that enables the school to learn about students' cultures. Teachers and staff work in conjunction with the Family and Community Liaison to mentor students throughout the school year regularly in order to provide support.

The Discipline Committee will be training their teams on culturally responsive classroom management. The Discipline Committee will be training teachers on how to use our school-wide expectations and behavior system (Go For the Green) to hold all students to a high level of accountability. It is an expectation that students are familiar with the system of expectation so they are fairly and consistently

enforced. Teachers will learn new strategies and techniques for building relationships, doing family history projects, displaying books that promote themes of diversity, and building cultural knowledge of the students in their class in order to relate better to students and families.

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

The school follows up on issues parents or students report in a timely fashion. The school has implemented a suggestions box that will be stationed in the Media Center and Front Office.

Every student needs and deserves to feel respected and free from physical harm, intimidation, harassment, and bullying. To ensure a safe learning environment, teachers are adequately trained to recognize the signs of bullying and report it for investigation. Highland Lakes staff ensure safety at bus stops and on the P.E. court, as well as in lunchrooms, bathrooms, hallways, and classrooms. The teachers create an environment that fosters a culture of trust so that students feel safe talking with

their teacher, administrator, or guidance counselor about any issue that is affecting their learning. The teachers offer opportunities for Extended Learning after school so that students have every opportunity for success. Expectations are set high for all students so that each and every child strives daily to meet their goals.

Students are excited to participate in a variety of clubs after school that include STEM, Music is Ageless Band Program, Enhanced Musical Ensemble and Gifted Math Meet. The teachers and PTA work to provide rich learning experiences that create an atmosphere of excitement for learning.

Data drives instruction and is communicated to parents on a regular basis. Mentors are assigned to some of the low performing students who need a boost in self confidence or extra support due to language differences or self esteem issues.

Administrators work to ensure the school is safe. They initiate conversation and support professional learning. It is important that administration initiates and promotes policies, structures, and practices that link students and families with medical, dental, and mental health services, as well as other sources of support in the community.

Administration fosters the development of positive relationships and a bond between students and school by modeling caring, facilitating strategies that strengthen the student-adult connections, examining data related to barriers to student participation in after school activities and leading collaborative efforts to address them.

Administration promotes policies, structures, and practices that develop trust between school and family.

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

The school utilizes Commitment to Character with school-wide expectations of students (Go For the Green). Each classroom has its own systems in place to encourage respect in and among the school. Referral systems are in place to respond to students who are not making good choices. Additionally, students that are making good choices are recognized by school-wide Panther Paws and the Student of the Month Celebration.

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

Teachers are versed in the developmental levels of their students. A Kindergarten Round-Up Transition meeting is held each January to help parents to encourage school readiness. A full time guidance counselor is available for individual and/or group needs. Additionally, several staff members are trained in the Check and Connect mentor match program.

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

Highland Lakes Elementary monitors students that are on the Early Warning list through the Child Study Team, MTSS. We will initiate a Check in Connect program that will meet the needs of students whose attendance is below 90 percent, Level 1 on statewide assessments.

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	7	16	13	12	8	8	64
One or more suspensions	5	3	7	3	0	3	21
Course failure in ELA or Math	0	0	0	1	0	3	4
Level 1 on statewide assessment	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
	K	1	2	3	5	
Students exhibiting two or more indicators	5	5	10	4	6	30

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

In addition to the classroom teacher providing the core instructional and differentiated instruction, Highland Lakes' ER-ELM teachers will provide lessons using the LLI program for students needing additional support in reading. Additionally we will use various software programs to meet the academic needs of our identified students that include, STMATH and istation. We will invite all students to participate on our Extended Learning Program.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

HLE holds monthly SAC meetings that are open to the school community and the public, hosts evening parent academic nights, Meet the Teacher, Open House and Kindergarten Round-Up.

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

Highland Lakes SAC and Family Community Liaison and PTA work collaboratively to build and sustain community partnerships.

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
Baker, Tijuana	Principal
Jessie, Jason	Assistant Principal
Allen, Sandie	Teacher, K-12
Chichester, Allison	Teacher, K-12
Dondero, Carol	Teacher, K-12
Kleber, Cathi	Teacher, K-12
Patterson, Jennifer	Teacher, K-12
Siemon, Marge	Teacher, K-12
Williamson, Margaret	Instructional Media

Duties

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

School Counselor is responsible for facilitating the MTSS process; facilitator – generates agenda and leads team discussions.

School psychologist and School Social Worker are Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data.

Asst. Principal-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
Principal-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

PLCs will be used as an initial forum to discuss student academic or behavioral concerns. Through conversation and collaboration, strategies will be explored to meet student needs. SBLT members will attend PLCs a minimum of monthly to support staff members and to support the implementation and monitoring of student progress. SBLT members will guide staff through the MTSS process.

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Emily Gleason	Parent
Tijuana Baker	Principal
David First	Education Support Employee
Kristina Garcia	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will review test results as they are in relation to School Improvement goals with the past year's SIP to determine the level of improvement. At grades 3-5 the FSA data will be used and at K-2 SAT 10 will be used along with FCAT Science Scores and Common Assessment data.

Development of this school improvement plan

The SAC committee will assist in the preparation and evaluation of the school improvement plan and shall provide such assistance as the Principal may request in preparing the school's annual SAC budget.

Preparation of the school's annual budget and plan

SAC chose to spend the money on materials, professional development, Instructional Practices Inventory (IPI) and days for professional development coverage called Temporary Duty Elsewhere.

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

\$_____ is the allotted SIP funding for 2014/15. The projected use of funds will be determined and approved at the first SAC meeting as it relates to parent surveys, parent workshop and general request for funding.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title

Duties

Describe how the LLT promotes literacy within the school

The LLT will ensure that the focus, goals, and initiatives of the LLT are developed based on student and teacher data and are aligned with the Reading SIP goals.

They may examine data to determine the effectiveness of instruction and redesign instruction and

resources to meet student learning and intervention needs.

Supporting PLCs and creating and sharing school-wide initiatives and activities that promote literacy

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

Creating and implementing a longer planning time for teachers which encourages teams to work together. PLCs occur weekly at least one time. We use team building strategies to encourage understanding of their teammates.

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

The administrators use a strategic interview process that includes questions and strategies directly related to the needs of the students and families at HLE. Mentors are matched with newer staff members for support. Professional development opportunities are intentionally aligned to teacher and student needs.

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

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

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

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

Our MTSS-Rtl team identifies the lowest students and provides teachers with an instruction focus for each student based on their individual needs. Data is reviewed with teams at least one PLC per month.

Teachers will become proficient in the utilization of Reading and Math goals and scales in order for teachers and students to understand the standards. Teachers in all grade levels will use Jan Richardson guided reading for small group instruction in order to differentiate instruction and meet the needs of all students.

All teachers will use iStation as a Tier 2 intervention in Reading.

the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want

students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

All students who are Tier 2 or 3 as identified in the MTSS problem solving model, receive interventions and are Ongoing Progress Monitored using either DIBELSNext or AIMSweb on a weekly basis.

ERELM is a literacy model that services Tier 2 students in their area of reading deficiency utilizing county recommended LLI intervention.

Extended Learning Program is offered after school weekly to students who have been identified as having a deficiency in the area of Reading and Mathematics according to district and statewide assessments.

Small group skill groups, STMath and FCAT Explorer are used with students in their particular area of weakness in math.

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: 1,440

After school tutoring program for struggling students. Student/school data will drive the focus of the core content. The tentative plan is 60 minutes twice a week for 12 weeks.

Once a week students identified by administration and the SBLT as substantially deficient in math, or reading

attend an extended learning program in the computer lab. The students spend approximately 30 minutes doing small group skill based instruction, STMath, Soar to Success, and/or FCAT Explorer.

Various intermediate teachers offer free tutoring every day after school using research based interventions.

Strategy Rationale

Small group instruction in specific core curriculum areas to help students reinforce areas that students are deficient. Students will be assessed pre-program and post-program to determine growth in deficient areas.

Teachers use ongoing progress monitoring to determine the intervention and course of action taken to differentiate instruction for each individual student.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jessie, Jason, jessiej@pcsb.org

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

Through the use of pre and post-test data and Common Assessments will be utilized to determine the effectiveness of the computer programs in Math and Reading.

Strategy: After School Program

Minutes added to school year: 3,120

Science, Technology, Engineering, and Math (STEM) After School Program for 4th and 5th graders

Strategy Rationale

Highland Lakes Elementary believes that by providing an after school program strategy to their students that are matched to the student's needs that student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Baker, Tijuana, bakerti@pcsb.org

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

The strategy the school uses to increase the amount and quality of learning time, as well as to enrich and accelerate the curriculum by providing after school tutoring, a minimum of two times weekly for 60 minutes each. STEM Academies, a 26 week program that promotes Science, Technology, Engineering, and Math allows for enrichment. STEM exposes students to rigorous science, technology, engineering and math curriculum, while developing a pathway to a future STEM related career. STEM provides meaningful experiences that develops leadership skills, while communities of students invest in science based learning using communication and collaboration in an environment of inquiry. This environment of inquiry supports creativity, inventing and innovation in response to real world problems. The students are also provided hands-on STEM investigation that explore careers in STEM and improves teambuilding and leadership skills.

As STEM Coordinators, one of our fourth and fifth grade teachers, share their knowledge through Collaborative Planning of Science, Math and even ELA reading and writing.

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

Incoming Kindergartners are provided with a pre-school opportunity to meet their teachers in the company of their parents during the Kindergarten Round Up held in January. School tours for family's looking to enroll their students are available on a monthly basis. Students moving from 5th grade to middle school are provided opportunities for articulation to their selected middle school. Parents and students are invited to an early open house at the middle school level to ensure a smooth transition. Summer Bridge provides students with a head start on the next grade level during the summer. Summer Bridge is offered to all students.

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

In November of every school year we have Great American Teach In where community members are asked to come in to the school and teach students about the different career opportunities and skills that are needed in order to be proficient a their future careers. Junior Achievement, through the partnership with St. Petersburg College, High School students are given the opportunity to teach a Social Studies lesson.

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.** Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets.
- G2.** Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets.
- G3.** Highland Lakes Elementary School will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules.
- G4.** Increase avenues of family support to provide information to enhance student support and learning.
- G5.** The number of students meeting proficiency in Math will exceed the state proficiency Math rates by 2%.
- G6.** In analyzing text/multimedia that is on grade level or more complex, students will demonstrate that they are independent thinkers and problem solvers across all content areas by using evidence to support their thinking in response to reading, speaking, listening, and writing and will exceed the County's proficiency rate on Common Assessments by 5%.
- G7.** To increase the number of students scoring at FCAT Level 3 or above in Science to 70% To increase the number of students making learning gains to 70% To increase the number of students in the lowest 25% making learning gains to 70%.

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. Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets. 1a

G065327

Targets Supported 1b

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

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

- A barrier that could prevent Highland Lakes Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G2. Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets. 1a

G065325

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Research based interventions for Reading will be put in place to increase the student's knowledge level to an appropriate grade level proficiency. The intervention implemented will be based on the demonstrated needs of the students. Interventions that are used are Jan Richardson's Guided Reading Routine, and Leveled Literacy Intervention Program.

Targeted Barriers to Achieving the Goal 3

- A barrier that could prevent Highland Lakes Elementary from closing the achievement gap between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level.

Plan to Monitor Progress Toward G2. 8

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level

G3. Highland Lakes Elementary School will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. 1a

G062935

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Resources that Highland Lakes Elementary has available are our instructional staff to include our Physical Education Department and Cafeteria Operations

Targeted Barriers to Achieving the Goal 3

- Cafeteria staff will need training on the menu item ordering processes that support our wellness initiatives.

Plan to Monitor Progress Toward G3. 8

Healthy Schools Program Assessment Modules

Person Responsible

Tijuana Baker

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Healthy Schools Program Assessment Module updates and Wellness Committee monthly meeting minutes.

G4. Increase avenues of family support to provide information to enhance student support and learning.

1a

G062243

Targets Supported 1b

Indicator	Annual Target
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Attendance rate	65.0
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Resources Available to Support the Goal 2

- Ongoing Math night workshops
- Focus
- FSA workshop

Targeted Barriers to Achieving the Goal 3

- Parents feel they do not have enough communication regarding curriculum and classroom performance

G5. The number of students meeting proficiency in Math will exceed the state proficiency Math rates by 2%.

1a

G062228

Targets Supported 1b

Indicator	Annual Target
Math Proficiency District Assessment	70.0

Resources Available to Support the Goal 2

- Just In Time Math training, CPALMS, Van de Walle books, Math Common Assessment data, ST Math data
-

Targeted Barriers to Achieving the Goal 3

- Rigor of Math Instruction not up to State proficiency levels.
- Problem Solving skills, persistence and stamina need to be strengthened when tackling difficult problems.

Plan to Monitor Progress Toward G5. 8

Administrators and the MTSS RtI team will use data collected from Performance Matters to ascertain whether progress toward the goal is being made.

Person Responsible

Jason Jessie

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.

G6. In analyzing text/multimedia that is on grade level or more complex, students will demonstrate that they are independent thinkers and problem solvers across all content areas by using evidence to support their thinking in response to reading, speaking, listening, and writing and will exceed the County's proficiency rate on Common Assessments by 5%. 1a

G062225

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Staff will participate in the Embedding Formative Assessment (Dylan & William) book study.
- Staff will utilize the iStation lab in the media center as a means to differentiate instruction and monitor student progress

Targeted Barriers to Achieving the Goal 3

- The use formative assessments across the reading block is not sufficiently being used to ensure students are moving towards mastery of the learning goals.
- Teachers need to differentiate instruction and monitor student progress.

Plan to Monitor Progress Toward G6. 8

Data in Performance Matters, iStation reports, DIBELS data collected on Tier II and Tier III students, and reports generated from the MTSS Rtl team will be analyzed and interventions adjusted accordingly to drive student success

Person Responsible

Jason Jessie

Schedule

Every 6 Weeks, from 9/30/2015 to 5/27/2016

Evidence of Completion

Data will be collected on a weekly basis, graphed, and then brought back to the MTSS Rtl team for discussion. If the intervention is not working, it will be changed.

G7. To increase the number of students scoring at FCAT Level 3 or above in Science to 70% To increase the number of students making learning gains to 70% To increase the number of students in the lowest 25% making learning gains to 70%. 1a

 G060652

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Think Central Digital Lessons and informational text
- Just in Time science lab trainings

Targeted Barriers to Achieving the Goal 3

- Implement a 5th grade benchmark review plan based on the data from the 3rd/4th grade Review Diagnostic Assessment

Plan to Monitor Progress Toward G7. 8

Performance Matters Class by Benchmark reports will be analyzed for progress monitoring of the skills

Person Responsible

Jason Jessie

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Administrators will review the data from Performance Matters

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. Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2016 targets. **1**

 **G065327**

G1.B1 A barrier that could prevent Highland Lakes Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency. **2**

 **B168853**

G1.B1.S1 Math interventions will be used to support the goal will be used along with On Going Progress Monitoring. **4**

 **S180439**

Strategy Rationale

Mathematic interventions provided in a student's deficit will increase the student's math proficiency level.

Action Step 1 **5**

A research based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by the data compiled from the student's current and past assessments. Math interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally STMath will be used as an additional intervention with all individuals implementing interventions receiving training on the use of the program with students.

Person Responsible

Jason Jessie

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

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

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of strategy will result from the student obtaining the set goal.

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

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G2. Highland Lakes Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2016 targets. **1**

 G065325

G2.B1 A barrier that could prevent Highland Lakes Elementary from closing the achievement gap between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level. **2**

 B168851

G2.B1.S1 **4**

 S180437

Strategy Rationale

Research based interventions implemented with fidelity will increase a students reading proficiency.

Action Step 1 **5**

Researched based reading interventions will be provided during a designated period of time by trained individuals in the program implemented. Grades 2-5, the Leveled Literacy Intervention Program will be used in ERELM. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by administration or a district representative on the use of each program implemented. Jan Richardson's Guided Reading Routine will be used in K-5. Training by Administration will ensure that all individuals implementing interventions will be trained and updated monthly.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

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

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

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

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Jason Jessie

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level

G3. Highland Lakes Elementary School will achieve Bronze in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules. 1

G062935

G3.B1 Cafeteria staff will need training on the menu item ordering processes that support our wellness initiatives. 2

B161864

G3.B1.S1 The new cafeteria manager will attend training that supports the wellness initiatives, record a video for Meet the Teacher and Open House events that communicate our Wellness initiatives and provide ongoing informative notices to families and staff. 4

S173308

Strategy Rationale

Action Step 1 5

Data will be collected from the HSP Assessment Modules

Person Responsible

Tijuana Baker

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data from student activities will drive activities that contribute to progress made when meeting the goals.

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

Person Responsible

Schedule

Evidence of Completion

G4. Increase avenues of family support to provide information to enhance student support and learning. 1

G062243

G4.B1 Parents feel they do not have enough communication regarding curriculum and classroom performance 2

B160178

G4.B1.S1 Develop and maintain communication tools that will strengthen family support and enhance student learning. 4

S171632

Strategy Rationale

If families feel the line of communication is open between school and home, they are more likely to support the learning at home.

Action Step 1 5

Families will be made aware of the Family Engagement App available for smartphones and tablets during our Open House, as well as receive communication from the school of both on site workshops HLE offers and Parent Academy workshops offered through the district.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 8/25/2015 to 5/13/2016

Evidence of Completion

Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Activites offered will be communicated to parents and students through fliers, morning announcements, the school's marquee, the school newsletter, and the school website.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 8/24/2015 to 5/13/2016

Evidence of Completion

Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will analyze attendance data, workshop survey and parent input forms.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/4/2015 to 5/13/2016

Evidence of Completion


Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.

G5. The number of students meeting proficiency in Math will exceed the state proficiency Math rates by 2%.

1

 G062228

G5.B1 Rigor of Math Instruction not up to State proficiency levels. 2

 B159657

G5.B1.S1 Teacher training in the importance of rigorous Math instruction to guide students to deeper thinking and more independent discovery/understanding. 4

 S171111

Strategy Rationale

Training is essential in the development of lesson planning to differentiate rigorous learning for all student levels.

Action Step 1 5

Just In Time training available for teachers to ensure development of rigorous lesson plans.

Person Responsible

Jason Jessie

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Teachers will have access to reports generated from ST Math and the MTSS Rtl team.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Administration will do walk-through informal observations to determine fidelity and monitoring.

Person Responsible

Jason Jessie

Schedule

Every 2 Months, from 9/30/2015 to 5/20/2016

Evidence of Completion

Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administration and the MTSS RtI team will monitor student progress through Performance Matters.

Person Responsible

Jason Jessie


Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.

G5.B2 Problem Solving skills, persistence and stamina need to be strengthened when tackling difficult problems. 2

 B159658

G5.B2.S1 Students need to be comfortable solving difficult problems without being given explicit instructions; using what they know to figure out what they do not know. 4

 S171115

Strategy Rationale

Spatial Temporal Math is used to help students work through problem solving in a video game type of format without written instructions. Reports are available by teacher, student, and grade level to track progress.

Action Step 1 5

Teachers will attend Just in Time Math training on Goals and Scales and Number Talk presented during PLC's.

Person Responsible

Jason Jessie

Schedule

Monthly, from 9/11/2015 to 5/30/2016

Evidence of Completion

PLC minutes, walk throughs and math journals

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Administrators will analyze monthly reports from ST Math to monitor the progress in the syllabus progress portion of the ST Math program.

Person Responsible

Jason Jessie

Schedule

Monthly, from 9/30/2015 to 5/20/2016

Evidence of Completion

Reports will be collected to ensure that students are completing at least 75% of the ST Math Curriculum by the time the state tests are given.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Reports will be collected to ensure that students are completing scheduled tasks (per teacher assignment) in a timely manner with regard to the curriculum being 75% completed before state assessments are given.

Person Responsible

Jason Jessie

Schedule

Monthly, from 9/30/2015 to 5/20/2016


Evidence of Completion

Administrators will collect reports generated from ST Math and check for progress.

G6. In analyzing text/multimedia that is on grade level or more complex, students will demonstrate that they are independent thinkers and problem solvers across all content areas by using evidence to support their thinking in response to reading, speaking, listening, and writing and will exceed the County's proficiency rate on Common Assessments by 5%. 1

 G062225

G6.B1 The use formative assessments across the reading block is not sufficiently being used to ensure students are moving towards mastery of the learning goals. 2

 B159647

G6.B1.S1 Staff will participate in the Embedding Formative Assessment book study during weekly PLC's and use PLC time to schedule peer observations for formative assessment ideas to assist the staff in developing their practice and implementation of using formative assessment. 4

 S171103

Strategy Rationale

Increasing teachers understanding of using formative assessments to help drive instruction and provide timely interventions/remediation.

Action Step 1 5

PLC's will be used for staff in participate in a book study on Formative Assessments and develop a schedule for peer observations of formative assessment use as well as to cultivate plans for implementation of formative assessment during their classroom instruction to drive student instruction/remediation.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/1/2015 to 5/13/2016

Evidence of Completion

Monthly PLC minutes, lesson plans, student journals

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Administration will review monthly PLC minutes for chapter lessons, AHA's and teams plan for implementation of formative assessments as well as use fidelity checklists during walk throughs.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/1/2015 to 5/13/2016

Evidence of Completion

Monthly PLC minutes, student journals

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Monitor monthly PLC minutes, lesson plans, student journals

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/1/2015 to 5/13/2016

Evidence of Completion

Monthly PLC minutes, lesson plans, student journals

G6.B2 Teachers need to differentiate instruction and monitor student progress. 2

 B159648

G6.B2.S1 iStation helps determine a students needs through monthly assessments then provides them with scaffolded support and challenging activities that they work through at their own pace to increase reading stamina. 4

 S171109

Strategy Rationale

iStation provides the student with instruction based on their tier.

Action Step 1 5

Staff will monitor reports to differentiate instruction.

Person Responsible

Jason Jessie

Schedule

Monthly, from 9/1/2015 to 5/20/2016

Evidence of Completion

iStation reports

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

iStation reports for students utilizing the program according to their Tier level

Person Responsible

Jason Jessie

Schedule

Monthly, from 9/4/2015 to 5/20/2016

Evidence of Completion

iStation reports (ISIP reading summary, iStation reading usage, priority)

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Administrators will review iStation reports and Module Assessment data in Performance Matters

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/4/2015 to 5/20/2016


Evidence of Completion

Module Assessment data reports in Performance Matters

G7. To increase the number of students scoring at FCAT Level 3 or above in Science to 70% To increase the number of students making learning gains to 70% To increase the number of students in the lowest 25% making learning gains to 70%. 1

 G060652

G7.B1 Implement a 5th grade benchmark review plan based on the data from the 3rd/4th grade Review Diagnostic Assessement 2

 B154592

G7.B1.S1 Teachers collaborate for item analysis of lower performing benchmark skills from Performance Matters. 4

 S171050

Strategy Rationale

This data will be used for 5th grade teachers to put students on Think Central Digital 3rd/4th grade Lessons for remediation. Data will also be shared with 3rd and 4th grade teachers through PLC's.

Action Step 1 5

Class scores by benchmark reports will be analyzed through PLC's both whole group and grade level

Person Responsible

Jason Jessie

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Evidence of Completion

PLC minutes that reflect Just in Time/Science Lab training, Performance Matters reports

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Administration will monitor monthly PLC minutes.

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/4/2015 to 5/20/2016

Evidence of Completion

Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Administration will monitor monthly PLC minutes

Person Responsible

Tijuana Baker

Schedule

Monthly, from 9/4/2015 to 5/20/2016

Evidence of Completion

Monthly PLC minutes

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
G5.B2.S1.A1	Teachers will attend Just in Time Math training on Goals and Scales and Number Talk presented during PLC's.	Jessie, Jason	9/11/2015	PLC minutes, walk throughs and math journals	5/30/2016 monthly
G5.B1.S1.A1	Just In Time training available for teachers to ensure development of rigorous lesson plans.	Jessie, Jason	9/30/2015	Teachers will have access to reports generated from ST Math and the MTSS Rtl team.	5/20/2016 quarterly
G6.B2.S1.A1	Staff will monitor reports to differentiate instruction.	Jessie, Jason	9/1/2015	iStation reports	5/20/2016 monthly
G7.B1.S1.A1	Class scores by benchmark reports will be analyzed through PLC's both whole group and grade level	Jessie, Jason	9/30/2015	PLC minutes that reflect Just in Time/ Science Lab training, Performance Matters reports	5/20/2016 quarterly
G6.B1.S1.A1	PLC's will be used for staff in participate in a book study on Formative Assessments and develop a schedule for peer observations of	Baker, Tijuana	9/1/2015	Monthly PLC minutes, lesson plans, student journals	5/13/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	formative assessment use as well as to cultivate plans for implementation of formative assessment during their classroom instruction to drive student instruction/remediation.				
G4.B1.S1.A1	Families will be made aware of the Family Engagement App available for smartphones and tablets during our Open House, as well as receive communication from the school of both on site workshops HLE offers and Parent Academy workshops offered through the district.	Baker, Tijuana	8/25/2015	Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.	5/13/2016 monthly
G2.B1.S1.A1	Researched based reading interventions will be provided during a designated period of time by trained individuals in the program implemented. Grades 2-5, the Leveled Literacy Intervention Program will be used in ERELM. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by administration or a district representative on the use of each program implemented. Jan Richardson's Guided Reading Routine will be used in K-5. Training by Administration will ensure that all individuals implementing interventions will be trained and updated monthly.	Jessie, Jason	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 monthly
G1.B1.S1.A1	A research based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by the data compiled from the student's current and past assessments. Math interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally STMath will be used as an additional intervention with all individuals implementing interventions receiving training on the use of the program with students.	Jessie, Jason	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 daily
G3.B1.S1.A1	Data will be collected from the HSP Assessment Modules	Baker, Tijuana	8/24/2015	Data from student activities will drive activities that contribute to progress made when meeting the goals.	6/3/2016 monthly
G1.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Jessie, Jason	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Jessie, Jason	8/24/2015	Evidence of completion of strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G2.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Jessie, Jason	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level	6/3/2016 monthly
G2.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Jessie, Jason	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level	6/3/2016 monthly
G2.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Jessie, Jason	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G3.MA1	Healthy Schools Program Assessment Modules	Baker, Tijuana	8/24/2015	Healthy Schools Program Assessment Module updates and Wellness Committee monthly meeting minutes.	5/31/2016 monthly
G3.B1.S1.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Administration will analyze attendance data, workshop survey and parent input forms.	Baker, Tijuana	9/4/2015	Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.	5/13/2016 monthly
G4.B1.S1.MA1	Activites offered will be communicated to parents and students through fliers, morning announcements, the school's marquee, the school newsletter, and the school website.	Baker, Tijuana	8/24/2015	Workshop attendance data, surveys, app download/access numbers, and parent input forms will be collected and analyzed.	5/13/2016 monthly
G5.MA1	Administrators and the MTSS RtI team will use data collected from Performance Matters to ascertain whether progress toward the goal is being made.	Jessie, Jason	9/30/2015	Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.	5/20/2016 quarterly
G5.B1.S1.MA1	Administration and the MTSS RtI team will monitor student progress through Performance Matters.	Jessie, Jason	9/30/2015	Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.	5/20/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	Administration will do walk-through informal observations to determine fidelity and monitoring.	Jessie, Jason	9/30/2015	Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.	5/20/2016 every-2-months
G5.B2.S1.MA1	Reports will be collected to ensure that students are completing scheduled tasks (per teacher assignment) in a timely manner with regard to the curriculum being 75% completed before state assessments are given.	Jessie, Jason	9/30/2015	Administrators will collect reports generated from ST Math and check for progress.	5/20/2016 monthly
G5.B2.S1.MA1	Administrators will analyze monthly reports from ST Math to monitor the progress in the syllabus progress portion of the ST Math program.	Jessie, Jason	9/30/2015	Reports will be collected to ensure that students are completing at least 75% of the ST Math Curriculum by the time the state tests are given.	5/20/2016 monthly
G6.MA1	Data in Performance Matters, iStation reports, DIBELS data collected on Tier II and Tier III students, and reports generated from the MTSS RtI team will be analyzed and interventions adjusted accordingly to drive student success	Jessie, Jason	9/30/2015	Data will be collected on a weekly basis, graphed, and then brought back to the MTSS RtI team for discussion. If the intervention is not working, it will be changed.	5/27/2016 every-6-weeks
G6.B1.S1.MA1	Monitor monthly PLC minutes, lesson plans, student journals	Baker, Tijuana	9/1/2015	Monthly PLC minutes, lesson plans, student journals	5/13/2016 monthly
G6.B1.S1.MA1	Administration will review monthly PLC minutes for chapter lessons, AHA's and teams plan for implementation of formative assessments as well as use fidelity checklists during walk throughs.	Baker, Tijuana	9/1/2015	Monthly PLC minutes, student journals	5/13/2016 monthly
G6.B2.S1.MA1	Administrators will review iStation reports and Module Assessment data in Performance Matters	Baker, Tijuana	9/4/2015	Module Assessment data reports in Performance Matters	5/20/2016 monthly
G6.B2.S1.MA1	iStation reports for students utilizing the program according to their Tier level	Jessie, Jason	9/4/2015	iStation reports (ISIP reading summary, iStation reading usage, priority)	5/20/2016 monthly
G7.MA1	Performance Matters Class by Benchmark reports will be analyzed for progress monitoring of the skills	Jessie, Jason	9/30/2015	Administrators will review the data from Performance Matters	5/20/2016 quarterly
G7.B1.S1.MA1	Administration will monitor monthly PLC minutes	Baker, Tijuana	9/4/2015	Monthly PLC minutes	5/20/2016 monthly
G7.B1.S1.MA1	Administration will monitor monthly PLC minutes.	Baker, Tijuana	9/4/2015	Administrators will use the iObservation tool to collect data during informal walk throughs to determine whether the action plan was implemented with fidelity.	5/20/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G5. The number of students meeting proficiency in Math will exceed the state proficiency Math rates by 2%.

G5.B2 Problem Solving skills, persistence and stamina need to be strengthened when tackling difficult problems.

G5.B2.S1 Students need to be comfortable solving difficult problems without being given explicit instructions; using what they know to figure out what they do not know.

PD Opportunity 1

Teachers will attend Just in Time Math training on Goals and Scales and Number Talk presented during PLC's.

Facilitator

Darlene Brown will facilitate Just in Time training during PLC's for Goals and Scales and Number Talk

Participants

Staff

Schedule

Monthly, from 9/11/2015 to 5/30/2016

G6. In analyzing text/multimedia that is on grade level or more complex, students will demonstrate that they are independent thinkers and problem solvers across all content areas by using evidence to support their thinking in response to reading, speaking, listening, and writing and will exceed the County's proficiency rate on Common Assessments by 5%.

G6.B1 The use formative assessments across the reading block is not sufficiently being used to ensure students are moving towards mastery of the learning goals.

G6.B1.S1 Staff will participate in the Embedding Formative Assessment book study during weekly PLC's and use PLC time to schedule peer observations for formative assessment ideas to assist the staff in developing their practice and implementation of using formative assessment.

PD Opportunity 1

PLC's will be used for staff in participate in a book study on Formative Assessments and develop a schedule for peer observations of formative assessment use as well as to cultivate plans for implementation of formative assessment during their classroom instruction to drive student instruction/remediation.

Facilitator

Participants

Schedule

Monthly, from 9/1/2015 to 5/13/2016

G7. To increase the number of students scoring at FCAT Level 3 or above in Science to 70% To increase the number of students making learning gains to 70% To increase the number of students in the lowest 25% making learning gains to 70%.

G7.B1 Implement a 5th grade benchmark review plan based on the data from the 3rd/4th grade Review Diagnostic Assessement

G7.B1.S1 Teachers collaborate for item analysis of lower performing benchmark skills from Performance Matters.

PD Opportunity 1

Class scores by benchmark reports will be analyzed through PLC's both whole group and grade level

Facilitator

Just in Time trainer

Participants

Teachers

Schedule

Quarterly, from 9/30/2015 to 5/20/2016

Technical Assistance Items

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

G6. In analyzing text/multimedia that is on grade level or more complex, students will demonstrate that they are independent thinkers and problem solvers across all content areas by using evidence to support their thinking in response to reading, speaking, listening, and writing and will exceed the County's proficiency rate on Common Assessments by 5%.

G6.B2 Teachers need to differentiate instruction and monitor student progress.

G6.B2.S1 iStation helps determine a students needs through monthly assessments then provides them with scaffolded support and challenging activities that they work through at their own pace to increase reading stamina.

PD Opportunity 1

Staff will monitor reports to differentiate instruction.

Facilitator

Participants

Schedule

Monthly, from 9/1/2015 to 5/20/2016

Budget