

Chattahoochee Elementary School



2014-15 School Improvement Plan

Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

<http://www.gcps.k12.fl.us/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
66%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

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

School Board Approval

This plan is pending approval by the Gadsden 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 or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to build a solid foundation for continuous academic success as we prepare students for middle school and beyond.

Provide the school's vision statement

Our vision is to offer a quality educational program were students will be able to move forward in their lives with the necessary skills to be successful and to promote education for others.

School Environment

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

Chattahoochee Elementary School (CES) school climate survey and home language survey will provide insight of our students' cultural needs. teachers will make contact with parents at least twice a month through a variety of communication. Positive relationships will be established between the continued support of faculty and parents.

Our Parent expos communicate our mission and values and keep families abreast of the new Florida Standards and their child's academic progress.

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

CES has a system in place for before and after school arrival with supervision at all times. The school has safety procedures in place and drills are performed on a monthly basis. Having students in uniform helps keep us alert of intruders on campus and makes us alert of our surroundings.

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

CES behavioral system is used in all classrooms. All classroom teachers follow a system of five points given daily. The area of points awarded are: attendance, on task behavior, participation in class, homework and school uniform. The points are added for a weekly total and students are rewarded every nine weeks and with mid nine weeks rewards. The rewards range from a field day to an amusement park fieldtrip.

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

At CES a guidance counselor is available to all students for counseling. The guidance counselor meets with teacher to discuss ways to help alleviate situations that may arise in the classroom. This year we have implemented the 2X10 strategy to help with the counseling and mentoring of students. Also, we have additional help from outside resources such as social workers and counselors that provide one on one counseling.

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

CES early warning system indicators are attendance of students who miss three or more days and one or more suspensions from school. Students who miss three or more days from school and/or who have one or more suspensions miss quality instruction when they are not in class.

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	8	6	4	3	5	3	29
One or more suspensions	0	0	0	5	4	0	9
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	
	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	
Students exhibiting two or more indicators	5	4	9

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

In order to support attendance a letter is sent via certified mail to parents explaining school board policy and procedures when students miss days from school. Also, the counselor follows up with a phone call. The school offers free breakfast, lunch and snack. We have the fresh fruit and vegetable program where students receive a snack daily. To help support behavior and minimize suspension we have adopted the Positive Behavior Support (PBS) as a school-wide behavior program. Also, we implemented the 2X10 strategy to help with behaviors.

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/56356>.

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 school works closely with the school district Parent Services and local partners in the community to secure and utilize resources to support the school and student achievement. Our partners include, but are not limit to: local churches, WBs Sport Bar & Grill, Pizza Hut, Focus Credit Union, Florida State Hospital, Women Club, Rotary Club and families of students.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Denson, Valencia	Principal
Rumph, Tameka	Guidance Counselor
Nelson, Rena	Instructional Coach
Sanger, Corelia	Teacher, ESE

Duties

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

- ESE Resource Teacher: to conduct intensive interventions with students of any age for any academic area, to organize meeting times and Rtl schedules, to provide 7 day advance notice for any parent conference or Rtl meetings, to record anecdotal and observational data, to give simple assessments to monitor students' progress throughout the duration of the interventions, to brainstorm and come up with creative solutions for Rtl interventions, to assist teachers with applying effective intervention strategies in class, graph results of intervention using grades and other collected data.
- Guidance Counselor: to assist with planning Rtl meetings, to complete referrals for various agencies for students who need intensive behavior management or other counseling needs, to conduct behavioral interventions for students with behavioral concerns, to complete classroom observations, and to help file all student paperwork.
- Academic Coach: to organize, interpret, and graph all school data, to brainstorm with the team and model how to conduct intensive interventions that meet common core state standards, to pull small groups or individual students during appropriate times of day to conduct interventions for math, reading, or science, to work closely with teachers making sure that they are conducting in-class interventions appropriately as outlined in the curriculum.
- Speech and language Pathologist: to complete speech and language testing for students who have completed an Rtl intervention and are moving into psychological testing to possibly be staffed for the ESE program, to brainstorm with the team and offer ideas for activities to conduct during interventions for students who seem to have speech or language issues.
- School Psychologist: to assist in determining if a student needs to be recommended for

psychological testing and to conduct said tests within 60 days of having a consent for testing form completed by the parent, to give tips or advice on how to better deliver an intervention whether academic or behavioral.

- Classroom Teacher: To conduct outlined interventions with fidelity following the curriculum, to document behaviors, to complete and enter all student grades so data may be reviewed, and to brainstorm with the team on how to accurately target students and identify in which areas students need assistance, to fill out all referral forms with the RtI team.

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

- In order to implement and monitor the MTSS system, any teacher or staff member that observes a need for an academic or behavioral intervention must first review individual student grades in conjunction with reading, math and science data as it compares to the average of the class. If there appears to be a significant problem or one student seems to be scoring or functioning below the rest of the class the teacher must fill out a student referral form to the MTSS/RtI team. The team includes the ESE resource teacher, guidance counselor, principal, school psychologist, Academic coach and at times a Speech Language Pathologist as well as classroom teacher and parents. At this point in time the parents are notified given a 7 day advance notice of a meeting time for their child. At the meeting the parents assist the team in completing a "Problem Solving/RtI Worksheet" which requires detailed responses to problem identification, current levels of performance, peer levels of performance, Gap analysis between benchmarks and students, and benchmarks and peers. As well as including information about replacement behaviors or target skills offered, at what tier this issue will be addressed and with what information we will come to a decision about what needs to be done now as well as in the future. The sheet that we complete for each student after the "Problem Solving/RtI worksheet" is the "Problem Analysis worksheet". The team talks together and based on available data gathered, interviews, observations, and testing to create hypothesis statements on possible reasons for students that are struggling. Our final worksheet we use in our process is the "Comprehensive Intervention Implementation". This worksheet is to compile exact information as to what will be done, when and where the intervention will occur, and who will conduct the intervention as well as deciding how information will be shared or monitored between team members in order to collect data frequently and decide if our plans are effective and meeting the needs of the individual students.

- In regards to the SIP structures for our school that address the effectiveness of core instruction, resource allocation (funding and staffing) teacher support systems, and small group and individual student needs we have many options. Our SIP is a flexible plan that allows room for adjustments or amendments to be made as necessary based again on student data and individual needs. Our coach is responsible for addressing the effectiveness of core instruction by either modeling or co-teaching with various classroom teachers to help them adjust to the new Journey's Common Core Reading Curriculum and make sure that they are able to deliver the lessons in a precise and efficient manner. We provide supports for teachers by conducting grade group meetings weekly to discuss student progression, class data, and individual students' performances and responses to various interventions. Resource allocation is handled by our principal. The coaches supply man supplemental reading or math materials for teachers to conduct interventions. We have also created a sort of "menu" that outlines optional supplemental curriculum used at Chattahoochee elementary for both reading and math that gives a detailed outline of programs offered, which areas they target, the frequency and intensity with which they must be delivered, as well as tools to use for recording data and student progression.

Chattahoochee Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including

providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Chattahoochee Elementary coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Chattahoochee Elementary coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete training, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/o have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are re mediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Chattahoochee Elementary has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and

purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

School improvement dollars are used in conjunction with Title II and Title I dollars to provide additional instructional coaches, behavior specialists, and other educational paraprofessionals to meet the additional goals of the school improvement grant. The program is closely coordinated with Title I so that there is no fragmentation of programs and no duplication of funding. Funding supports increased Response to Intervention, Positive Behavior Support, increased family participation, early warning systems, and performance incentives.

The AmeriCorps Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Valencia Denson	Principal
Tameika Carter	Parent
Crystal Oliver	Parent
Linda Henley	Parent
Patricia Harris	Parent
Arlena Chambers	Parent
Isidora Mendoza	Parent
Shirley Kennedy	Parent
Steven Elder	Parent
Cheryl Jackson	Parent
Patricia Burns	Teacher
Diane White	Teacher
Patricia Gatlin	Teacher
Vira Wynn	Parent
Greg Downing	Business/Community
Gail Pollock	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

During our first SAC meeting, we will review last year SIP for revised goals and effectiveness in conjunction with 2014 FCAT results.

Development of this school improvement plan

The School Advisory Council (SAC) will meet four times a year to help develop, approve and monitor the school improvement plan and school's budget.

Preparation of the school's annual budget and plan

The school budget will be shared and SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

The main use of funds his year is to have parent workshops that are geared to inform and teach the new Common Core Sunshine State Standards. The SAC members have allocated \$500 to this initiative.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Denson, Valencia	Principal
Nelson, Rena	Instructional Coach
Rumph, Tameka	Guidance Counselor
Sanger, Corelia	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- To increase the number of proficient readers.
- To interpret data effectively in order to make teaching decisions.
- To enhance students' ability to become critical thinkers and independent readers.

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

CES uses variety of strategies to encourage a positive working relationship between teachers and staff. We also hold weekly data meetings in order to aggregate data and continue the collaboration process.

New staff members are paired with veteran teachers for support. We have establish a Beginning Teacher program for all newly hired personnel.

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

The principal completes a district form (Request to Advertise Form). The position is advertised on the district website for seven days. Upon the seventh day, the principal reviews the applicants application and schedules an interview. The principal only schedule interviews with in-field highly qualified applicants. A team that consist of the principal and coaches conduct the interview using the district developed interview question form. Once all of the interviews have been completed, reference checks are done. The principal makes his/her final decision and the recommendation form is sent to the district personnel office.

Gadsden County Schools holds an annual Teacher Recruitment Day every summer. Local colleges and radio advertisement are ways the information gets out to the public.

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

Mentee teachers are paired with veteran teachers for support through conferencing, review of weekly lesson plans/benchmarks, and modeling of effective strategies. The mentor will also have the opportunity to observe the mentee teaching strategies, provide feedback and coaching. Also, mentee will observe veteran teachers classroom at the school and around the district.

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

CES ensures its core instructional programs and materials are aligned to Florida Standards during weekly common planning times. During these times the team discuss specific standards and ways to provide students rigorous instruction. The school also incorporate project-based learning at the end of each unit in Journeys Reading Program.

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

CES uses data to drive instruction in all classes. The district provides baseline testing during the first week of school in subjects reading, writing, math and science. The data from these tests are used to provide differentiated instruction based on specific needs. Teachers will give a pretest and post-test to track students growth on standard-based learning targets. In addition, a unit test will be given at the end of each unit. Small group instruction will be provided in reading and math. Teachers will continue to use the Florida Continuous Improvement Model (FCIM) to evaluate instruction and provide tutorial and/or enrichment.

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: Before School Program

Minutes added to school year: 3,600

Reading Florida Standards are taught explicitly. Teacher use a variety of instructional tools to teach each standard. Some ways are through modeling best practices, such as peer teaching, videos, graphic organizer, and powerpoint presentation.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nelson, Rena, nelsonr@gcpsmail.com

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

There is no data collected from this strategy. Teachers work with students based on needs or provide enrichment.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Pre-K Program offers students a developmentally appropriate learning environment that will prepare student for Kindergarten. Pre-K teachers conducted home visits of all students entering the Pre-K program prior to the start of school. DLM Pre-K curriculum is used to help students enhance their literacy skills.

Each year the Pre-K teacher and kindergarten teacher collaborates to help with transition. This collaboration includes vertical articulation and common planning time. To improve instructional strategies the pre-k teachers participate in professional development opportunities.

As the 5th graders transition to middle school, they are invited to tour the campus and meet the staff. The students are also given the opportunity to select classes for the upcoming school year upon promotion.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.
- G2.** Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.

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. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement. 1a

G054617

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- *Instructional Coach
- *Florida Standards Website
- www.fsassessments.org

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in the planning and delivery of instruction.
-

Plan to Monitor Progress Toward G1. 8

The team will continue to monitor data analysis forms and district assessment data.

Person Responsible

Valencia Denson

Schedule

Biweekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Data chats with teachers and students

G2. Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement. 1a

G054618

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- School Counselor
- Daily Attendance Roster
- Code of Conduct
- Skyward

Targeted Barriers to Achieving the Goal 3

- The percentage of students wjo missed three or more days of the 2013-2014 school year.

Plan to Monitor Progress Toward G2. 8

Daily attendance roster, counselor log, Skyward, PBS Data

Person Responsible

Tameka Rumph

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Skyward and Counselor logs

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. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement. **1**

 G054617

G1.B1 Lack of consistency in the planning and delivery of instruction. **2**

 B137663

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards. **4**

 S150314

Strategy Rationale

Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.

Action Step 1 **5**

Provide weekly facilitated planning PLCs

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Walkthroughs, Lesson Plans, Data Analysis Form

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

Posted Lesson Plans, Submitted Data Analysis Form

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Walkthroughs, Lesson Plan, Data Analysis Form

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

Walkthroughs, Weekly Assessment, Data Analysis Form

Person Responsible

Rena Nelson

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Weekly Assessments

G2. Use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement. 1

G054618

G2.B1 The percentage of students who missed three or more days of the 2013-2014 school year. 2

B137666

G2.B1.S1 Conduct conferences for students identified as having three or more absences in order to provide support for parents as needed. 4

S149658

Strategy Rationale

Students who miss school on a regular basis are at risk for potential academic failure.

Action Step 1 5

Guidance counselor will conduct a conference with parents of students who miss three or more days.

Person Responsible

Tameka Rumph

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance in Skyward, Conference Notes

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

The principal will review conference log of parent conferences and the results.

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Counselor notes and logs

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

Attendance in Skyward will be monitored to verify students' effectiveness.

Person Responsible

Tameka Rumph

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Counselor phone logs, Counselor notes, Attendance in Skyward

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.B1.S1.A1	Guidance counselor will conduct a conference with parents of students who miss three or more days.	Rumph, Tameka	8/18/2014	Attendance in Skyward, Conference Notes	5/29/2015 weekly
G1.B1.S1.A1	Provide weekly facilitated planning PLCs	Denson, Valencia	8/25/2014	Walkthroughs, Lesson Plans, Data Analysis Form	5/29/2015 weekly
G1.MA1	The team will continue to monitor data analysis forms and district assessment data.	Denson, Valencia	8/25/2014	Data chats with teachers and students	5/25/2015 biweekly
G1.B1.S1.MA1	Walkthroughs, Weekly Assessment, Data Analysis Form	Nelson, Rena	8/25/2014	Weekly Assessments	5/25/2015 weekly
G1.B1.S1.MA1	Posted Lesson Plans, Submitted Data Analysis Form	Denson, Valencia	8/25/2014	Walkthroughs, Lesson Plan, Data Analysis Form	5/25/2015 weekly
G2.MA1	Daily attendance roster, counselor log, Skyward, PBS Data	Rumph, Tameka	8/18/2014	Skyward and Counselor logs	5/29/2015 weekly
G2.B1.S1.MA1	Attendance in Skyward will be monitored to verify students' effectiveness.	Rumph, Tameka	8/18/2014	Counselor phone logs, Counselor notes, Attendance in Skyward	5/29/2015 biweekly
G2.B1.S1.MA1	The principal will review conference log of parent conferences and the results.	Denson, Valencia	8/18/2014	Counselor notes and logs	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.

G1.B1 Lack of consistency in the planning and delivery of instruction.

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards.

PD Opportunity 1

Provide weekly facilitated planning PLCs

Facilitator

Valencia Denson

Participants

Prek-5th Grade Teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0