Tynes Elementary School

2014-15 School Improvement Plan

Tynes Elementary School

1550 TYNES BLVD, Middleburg, FL 32068

http://tes.oneclay.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	45%

Alternative/ESE Center	Charter School	Minority
No	No	33%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay 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	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The school district of Clay County and Tynes Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Tynes Elementary Staff builds relationships with students and their families in a variety of ways. Every year we host an orientation before school begins. Students and their families are invited to come to school and meet their classroom teachers. Each teacher also has an open house during the school year. Students and their families come to school during the evening to meet with the teacher and become familiar with classroom curriculum, expectations, rules and procedures.
Teachers will review each students' cume folder and prior years assessments to ensure they are prepared to meet each students academic and social needs.
Teachers and students also build their relationships by participating in chorus, robotics club, STEM club, run/walk club, and science challenge nights.

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

Tynes Elementary participates in Foundations and is consistently working to promote safety throughout the school by implementing specific rules and goals for common areas in the school. Tynes models, teaches and enforces school-wide rules. Classrooms model, teach and enforce these rules as well as more specific classroom rules.

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

Tynes Elementary is working towards implementing CHAMPS behavioral practices into a school-wide behavioral system. Tynes has established protocol within common areas such as the cafeteria, hallways/walkways, classroom expectations and assemblies. Administration has established a protocol for disciplinary actions that requires administration notification by teachers.

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

Tynes Elementary has two full-time Guidance Counselors who are available for individual or group counseling. These Guidance Counselors also push in to the classroom to teach monthly Guidance lessons in a whole group setting. Tynes also has a part-time guidance counselor thorugh a military grant whose specific purpose is to counsel and support children of military families. All teachers K-5 participate in Making Meaning and Being a Writer lessons which facilitate social-emotional behavior in the classroom.Teachers also have individual behavior management systems set up in their classrooms. Tynes Elementary has also incorporated CHAMPS into our school-wide discipline plan.

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

The early warning system will include the following early warning indicators:
a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. One or more suspensions, whether in or out of school
c. Course failure in English Language Arts or Mathematics.
d. A Level 12 score on the statewide standardized assessments in English Language Arts or Mathematics.
When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time and location, and provide the parent the opportunity to participate.

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 6	Total
Attendance below 90 percent	2	2
One or more suspensions	1	1
Course failure in ELA or Math	3	3
Level 1 on statewide assessment	3	3

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	4	4

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

1. Focus report to determine which students exhibit tow or more indicators, is run 6 times a year.
1st interim- Sept. 17
1st quarter- Oct. 24
2nd interim- Nov. 14
2nd quarter- Jan. 9

3rd interim- Feb. 6
3rd quarter Apr. 2
2. Meetings are set up to determine appropriate interventions, using EWS meeting form
3. Data is entered into FOCUS
4. Student is monitored quarterly for progress.

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

Tynes Elementary has formed a Parent/Faculty Association whose responsibilities include holding various meetings and functions in order to communicate the needs of the school with parents. Every Tuesday every teacher sends home a Tuesday folder that has examples of student work, weekly updates of classroom and school activities. Teachers also use planners as a means of parent/teacher communication on a daily basis. Administrators use recorded phone push-outs to communicate immediate information as well as upcoming events to all Tynes Elementary families. Teachers also communicate as needed with parents through phone conversations, email and face to face conferences. Another tool of communication is the Tynes Elementary Facebook Page. On the Facebook page parents and students are made aware of activities and daily successes at the school. Parent Portal is on-line resource that is used to communicate immediate academic progress with the parents.
To help foster school and family relationships the Science Resource teacher holds grade level parent/ student science nights to involve parents in scientific discovery and sponsors a weekly STEM club. Weekly run/walk is held and parents are encouraged to join their children. The music department holds chorus productions at least once a semester and invites parents and community to attend. Tynes media specialist holds "Dads and Donuts" and "Moms and Muffins" as a means to get parents involved in the by-annual book fair.

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

Tynes Elementary has fostered relationships with area businesses that have generously donated a concrete sidewalk on the north side of campus. Tynes also encourages our families to support our local businesses, especially the eating establishments. One of our eating establishments has provided breakfast for our parents as they drop off their children at school. We continue to promote the businesses through flyers, public acknowledgement and fundraisers at the establishments.

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
Fogarty, Laura	Principal
White, Pam	Assistant Principal
Birdsall, Lyna	Teacher, K-12
Carter, Kim	Teacher, K-12
Stokes, Lori	Teacher, K-12
Mayfield, Amy	Teacher, K-12
Smith, Cori	Teacher, K-12
Khaoprachan, Paula	Teacher, K-12
Crosby, Cassie	Teacher, K-12
Donaghy, Leeanne	Paraprofessional
Ziegler, Sabre	Teacher, ESE
Adams, Christine	Teacher, ESE
Stewart, Cindy	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-6 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal, Laura Fogarty, is the leader of the meeting. Assistant principal, Pam White, attends the meetings in a support role for the principal. The Intervention Team Facilitators, Shamberley Payne and Donna Musselwhite, are present to help ensure that the district's MTSS plan is followed when necessary. Lead teaches serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-6 grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet quarterly with all grade level/content area teams. At these meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimberly Carter	Teacher
Michelle Cambron	Teacher
Jamie Bair	Parent
Mrs. Temoney	Parent
Mr. Hofstra	Parent
Mrs. Hofstra	Parent
Mr. Hasty	Parent
Mrs. Crane	Parent
Mrs. Fialkowski	Parent
Mrs. Webb	Parent
Mrs. Pugh	Parent
Kristen Ahlgren	Teacher
Lori Stokes	Teacher
Lindsay Hendricks	Teacher
Laura Fogarty	Principal
Fallyn Ziegler	Education Support Employee

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

Last year, the School Advisory Council reviewed the goals of our plan and discussed goals that were set. As data became available after each benchmark assessment period during the school year, the results were discussed and analyzed. We will review current goals as well as discuss 2014 FCAT Data. Results from the 2014 FCAT help to determine our current goals. We will discuss the correlation between the data, our goals and student achievement.

Development of this school improvement plan

The School Advisory Council reviews and monitors the plan based on school data throughout the school year. They are also responsible for monitoring the effectiveness of our Action steps based on data gathered throughout the school year.

Preparation of the school's annual budget and plan

The School Advisory Council inconjunction with our Professional Development Coordinator will review the School Improvement budget/plan and discuss/approve how monies will be spent in order to help attain the goals set forth in our 2014-2015 plan.

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

Part of our school improvement funds from the previous year were allocated towards Professional Development and Professional Learning Communities that focus on Common Core Standards.

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
Fogarty, Laura	Principal
White, Pam	Assistant Principal
Stewart, Cindy	Teacher, K-12
Stokes, Lori	Teacher, K-12
Birdsall, Lyna	Teacher, K-12
Carter, Kim	Teacher, K-12
Adams, Christine	Teacher, ESE
Mayfield, Amy	Teacher, K-12
Smith, Cori	Teacher, K-12
Donaghy, Leeanne	Paraprofessional
Khaoprachan, Paula	Teacher, K-12
Ziegler, Sabre	Teacher, ESE
Crosby, Cassie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiative is to improve comprehension by using engaging strategies to teach reading by incorporating the literacy framework for intentional and targeted teaching into our classrooms. We will do this by establishing a purpose that will focus on student learning. Teachers will effectively implement "Making Meaning" a schoolwide comprehension tool. Lesson will be interesting, relevant, and will include model thinking, guided instruction with prompts and cues that facilitate classroom discussion, collaborative learning and independent learning. Students will participate in daily independent reading time.

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

Tynes Elementary will participate in weekly Professional Learning Communities in order to establish goals, collaborate, analyze data and plan instruction around student needs in the areas of reading, writing, science and mathematics. Administrators will monitor these learning communities and provide professional feedback to each group on a regular basis.

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

Administrators review all online applications with criteria to be met prior to interviewing candidates, use of references, all qualified applicants go through Clay County Human resource screenings to be cleared for hiring.
Administrators attend recruiting fairs in Atlanta, Georgia, Raleigh, North Carolina, Jacksonville, Florida and interview potential candidates for our school.

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

Team leaders serve as teacher mentors to new teachers on their grade level. New teachers are also paired with more experienced teachers so they have another resource with a school-wide perspective. Subject and grade-level teachers from other schools come to work with new teachers. Planned mentoring activities include learning communities, formal and in-formal observations,and bi-weekly meetings. The Clay County human Resource department provides multiple professional development opportunities for new teachers. Professional development opportunities include classes on ethics, communication, and curriculum.

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

Weekly lesson plans will reflect the literacy framework and Florida State Standards. Administrators will complete annual evaluations as well as administrative walk-thrus. Teachers will follow the district curriculum maps as well as the literacy framework for intentional and targeted teaching. Teachers will access resources from CPALMS. All teachers will participate in weekly Professional Learning Communities and will document their collaboration and academic plans in weekly PLC reports. All teachers, K-5 will us the Making Meaning and Being a Writer curriculum and resources in their literacy block.

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

Weekly Professional Learning communities will analyze classroom and county diagnostic data in order to target students' strengths and weaknesses. Data is used to plan instruction in order to meet students' academic needs. Teachers will use their Individual Daily Reading time to meet with students, conference and assess their needs. Small group instruction will be used to remediate, reteach and reinforce skills students may be weak on based on classroom and diagnostic data sources.
Students and teachers have access to computer labs and computer programs that are geared towards their individual academic needs. Students and teachers use the math manipulative lab to enrich & remediate students' math skills.
Struggling sixth grades in the areas of math and reading are given the opportunity to participate in individualized computer programs that target their individual weaknesses.

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: 1,500

Tynes Timbre Chorus for grades 3 - 6, music has been proven in studies to enhance and contribute to a well rounded education.

Strategy Rationale

Music has been proven in studies to enhance and contribute to a well rounded education. This program also builds individual responsibility.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Crosby, Cassie, clcrosby@oneclay.net

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

There is no official data collected for this program. Chorus exists for the purpose of the students enjoying participation in music and gaining an appreciation for the Fine Arts. As long as the students are participating and are able to perform their selections successfully, the program is considered effective. Another indicator of success is the amount of student participation. Currently 104 of our students in grades 3-6 are participating in this activity. The only evaluation necessary or possible is teacher observation, due to the size of the group and the limited rehearsal time. As the director, Mrs. Crosby listens to the group and drives instruction based on what she hears. Chorus is very different than General Music class. In class, the students learn skills and concepts. The formal data on grades 1-6 for their in-class curriculum. In chorus, we simply sing and dance for enjoyment.

Strategy: Extended School Day

Minutes added to school year: 750

Run Walk Club is a physical fitness enrichment activity that contributes to a well-rounded education. Data is collected and recorded weekly. Each student has an individual goal of how many laps they are striving to complete. Students are tracked according to how many laps they complete in a thirty minute time frame each week. The data is then complied to determine how many miles a student has completed.

Strategy Rationale

The purpose of this club is to help students set and achieve fitness goals.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fogarty, Laura, lafogarty@oneclay.net

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

We keep track of the miles the kids run/walk each year and their cumulative total for all the years that they do run walk. Every 10 miles they receive an award. For the cumulative miles they receive the 50, 100, 150, and 200 mile shirts. I don't really analyze the data. But looking at the amount of miles that each kid runs/walks by the end of the year shows the effectiveness of the program

Strategy: Extended School Day

Minutes added to school year: 1,500

STEM (Science, Technology, Engineering and Math) Club is an after school enrichment activity for 5th grade students that focuses on Power and Propulsion of Air Vehicles. This activity will introduce students to the use of compressed air as a means of propulsion. The students will design and build a compressed air land vehicle and test it. Research and data collection will also be a part of this activity.

Strategy Rationale

This activity is geared to promote discovery, innovation, excitement about science, empowerment, problem solving, teamwork, design and fun.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fogarty, Laura, lafogarty@oneclay.net

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

Grades are monitored through this program to make sure students are progressing through all their subjects. Science Performance Matters data will be analyzed three times a year to show improvements in the scientific process.

Strategy: Extended School Day

Minutes added to school year: 180

Science Night Challenge is an after school Science program for students and parents in grades 3-6. Parents and students work together to solve a problem through scientific inquiry and scientific experiments. Science Night Challenges are held quarterly

Strategy Rationale

Promote science education within families.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fogarty, Laura, lafogarty@oneclay.net

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

Science Performance matters data will be collected throughout the year by classroom teachers and analyzed for improvements in the scientific process.

Strategy: Extended School Day

Minutes added to school year: 275

Before and after school academic tutoring for at-risk students.

Strategy Rationale

Increase students' academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
White, Pam, pwhite@oneclay.net

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

County and state assessments

Strategy: Extended School Day

Minutes added to school year: 2,400

The Robotics Club is an enrichment club for 4th through 6th grade students that promotes learning of robotic design and computer programming through innovative ideas, collaborative teamwork, research, strategic planning and execution, and presentation.

Strategy Rationale

Promotes learning of robotic design and computer programming

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fogarty, Laura, lafogarty@oneclay.net

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

Official data is not collected but the robotic designs and competition stand for the effectiveness of the club.

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

Tynes Elementary school participates in an annual Kindergarten registrations with a detailed information packet. Communication is delivered via the school marquee, email, school website, and flyer. All kindergarten classes host a Meet-and-Greet for every child entering Kindergarten. The ESE

team works directly with early identification programs to assist with children entering kindergarten with Individual Education Plans. Early identified students with Individual Education Plans (DD, ASD, LI/SI, etc.), if zoned for Tynes or feeder school, are eligible to attend on site preschool programs including VPK.

Open House, Orientation

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

As an elementary school we provide a firm educational base to help students succeed at the next level.

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.   Increase students' writing skills through incorporating writing throughout every content area.

G2.   Increase student comprehension by having students cite evidence to support their answers

G3.   Increase faculty and student collaboration within the classroom

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. Increase students' writing skills through incorporating writing throughout every content area. [1a]

🔍 G046108

Targets Supported [1b]

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

Resources Available to Support the Goal [2]

- Making Meaning and Being a Writer for Elementary Schools, Data Based Question notebooks for all schools, Journal focus for all content areas, the Literacy Block Framwork and focus on ELA Workshop Model.

Targeted Barriers to Achieving the Goal [3]

- Student prior knowledge

Plan to Monitor Progress Toward G1. [8]

PLC data

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs, FSA results

G2. Increase student comprehension by having students cite evidence to support their answers 1a

G046109

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0

Resources Available to Support the Goal 2

- Weekly PLCs, library, Discovery Education, Brainpop, FSA portal, CPALMS, Learning A-Z, Framework components, District Curriculum Maps, small group instruction,

Targeted Barriers to Achieving the Goal 3

- student prior knowledge

Plan to Monitor Progress Toward G2. 8

PLC data

Person Responsible
Laura Fogarty

Schedule
Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion
PLC logs

G3. Increase faculty and student collaboration within the classroom 1a

🔍 G046112

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Math manipulatives, implementation of a new hands-on math lab, Discovery Education Streaming Videos, Brain Pop and Brain Pop Jr., Learning A to Z, Making Meaning and Being a Writer,

Targeted Barriers to Achieving the Goal 3

- Lack of teacher experience with the Framework

Plan to Monitor Progress Toward G3. 8

PLC logs, PD360

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs, walk-throughs, lesson plans

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. Increase students' writing skills through incorporating writing throughout every content area. `1`

🔑 G046108

G1.B1 Student prior knowledge `2`

🔑 B114056

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the class room each week. `4`

🔑 S125536

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work int he classroom to support student engagement, learning and growth.

Action Step 1 `5`

Collaboration between teachers

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs

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

PLC logs

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs, PLC feedback

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

PLC logs, Target Learning Plans

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs

G2. Increase student comprehension by having students cite evidence to support their answers 1

🔍 G046109

G2.B1 student prior knowledge 2

🔍 B114058

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the class room each week. 4

🔍 S125538

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work int he classroom to support student engagement, learning and growth.

Action Step 1 5

Collaboration between teachers

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs

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

PLC logs, PLC feedback

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC logs, PLC feedback

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

PLC logs, Target Learning Plans,

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

PLC data

G3. Increase faculty and student collaboration within the classroom `1`

`G046112`

G3.B1 Lack of teacher experience with the Framework `2`

`B114063`

G3.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. `4`

`S125545`

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1 `5`

Weekly PLCs focused around the framework for intentional teaching

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Walk through and observation data

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

Attendance by all certified staff will be expected. This time will be held sacred for PLC's. Teachers will complete one log per PLC team

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/21/2014 to 5/21/2015

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback.

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

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Laura Fogarty

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Classroom Walk Throughs on the Framework and the principles of the collaborative classroom. Feedback will be given to teachers on the implementation of the framework components.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaboration between teachers	Fogarty, Laura	8/21/2014	PLC logs	5/21/2015 weekly
G2.B1.S1.A1	Collaboration between teachers	Fogarty, Laura	8/21/2014	PLC logs	5/21/2015 weekly
G3.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	Fogarty, Laura	8/28/2014	Walk through and observation data	5/28/2015 weekly
G1.MA1	PLC data	Fogarty, Laura	8/21/2014	PLC logs, FSA results	5/21/2015 weekly
G1.B1.S1.MA1	PLC logs, Target Learning Plans	Fogarty, Laura	8/21/2014	PLC logs	5/21/2015 weekly

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	PLC logs	Fogarty, Laura	8/21/2014	PLC logs, PLC feedback	5/21/2015 weekly
G2.MA1	PLC data	Fogarty, Laura	8/21/2014	PLC logs	5/21/2015 weekly
G2.B1.S1.MA1	PLC logs, Target Learning Plans,	Fogarty, Laura	8/21/2014	PLC data	5/21/2015 weekly
G2.B1.S1.MA1	PLC logs, PLC feedback	Fogarty, Laura	8/21/2014	PLC logs, PLC feedback	5/21/2015 weekly
G3.MA1	PLC logs, PD360	Fogarty, Laura	8/21/2014	PLC logs, walk-throughs, lesson plans	5/21/2015 weekly
G3.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings	Fogarty, Laura	8/28/2014	Classroom Walk Throughs on the Framework and the principles of the collaborative classroom. Feedback will be given to teachers on the implementation of the framework components.	5/28/2015 weekly
G3.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLC's. Teachers will complete one log per PLC team	Fogarty, Laura	8/21/2014	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback.	5/21/2015 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 Opportuntities

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Student prior knowledge

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the class room each week.

PD Opportunity 1

Collaboration between teachers

Facilitator

Pam White

Participants

all classroom teachers

Schedule

Weekly, from 8/21/2014 to 5/21/2015

G2. Increase student comprehension by having students cite evidence to support their answers

G2.B1 student prior knowledge

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the class room each week.

PD Opportunity 1

Collaboration between teachers

Facilitator

Pam White

Participants

All classroom teachers

Schedule

Weekly, from 8/21/2014 to 5/21/2015

G3. Increase faculty and student collaboration within the classroom

G3.B1 Lack of teacher experience with the Framework

G3.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week.

PD Opportunity 1

Weekly PLCs focused around the framework for intentional teaching

Facilitator

Administrators

Participants

All Teachers

Schedule

Weekly, from 8/28/2014 to 5/28/2015

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**