Cracker Trail Elementary School

2015-16 School Improvement Plan

Cracker Trail Elementary School

8200 SPARTA RD, Sebring, FL 33875

http://www.highlands.k12.fl.us/~cte/

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	59%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

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

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Highlands 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.

Table of Contents

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

"To Develop Lifelong Learners and Leaders"

Provide the school's vision statement

"Leading Together To Achieve Excellence"

School Environment

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

The school and teachers learn about the students' cultures and build relationships by doing interest surveys/inventories throughout the year; family nights; open house; and reviewing student demographic data.

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

The school creates an environment where students feel safe and respected before, during, and after school by providing supervision on campus thirty minutes before, during, and thirty minutes after school hours. During school hours, classroom doors are locked and our entire campus is enclosed by fence. After school hours students can attend the after school daycare program or they can opt to have district-provided transportation to their residence.

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

CTE has implemented the Leader in Me program school-wide which empowers students to take control of their learning environment. Throughout the year, the school personnel attend professional development trainings to ensure the Leader in Me program is fairly and consistently implemented. Additionally, we have a school-wide behavior plan with procedures and expectations that are clearly defined and posted for each area of the campus. Teachers and students are fluent in the common language.

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

CTE addresses the social-emotional needs of all students by providing a full-time guidance counselor who is a FL licensed mental health counselor who conducts class meetings, small groups and individual students focused on social-emotional skills. We employ several non-instructional staff members and teachers to tutor children who are low-performing students. Teachers include strategies for ESOL, Leader in Me, Gifted, Kagan cooperative learning structures and ESE in their weekly lesson plans.

Early Warning Systems

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Describe the school's early warning system and provide a list of the early warning indicators used in the system

To assure students are developing academically and/or social-emotionally; Cracker Trail Elementary school's early warning system includes: monitoring attendance, behavior, assessment scores from the I-Ready diagnostic tool, FCAT, FSA, classwork, teacher observations, and parent input.

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
	1	2	3	4	5	
Attendance below 90 percent	15	11	9	12	15	62
One or more suspensions	3	5	3	2	3	16
Course failure in ELA or Math	31	11	12	3	19	76
Level 1 on statewide assessment	0	0	2	20	18	40

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	12	2	1	12	18	45

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

i. Quarterly progress monitoring meetings with each teacher to discuss the progress and status of each child academically and to identify any concerns the teacher may have beyond academics.
ii. Data analysis & planning for instruction weekly. Data meetings are to review results of previous targets, identify academic needs grade level wide, target strategies for addressing those needs, and discuss the progress of students.
iii. MTSS meetings to review students receiving Tier 3 services.
iv. Grade level planning and coordination of standards-based skill groups for students provided by classroom teachers.
v. Additional support is given to struggling ELL students by providing time for them to participate in small groups for 30 minutes working on Reading or Math skills that are needed.
vi. Rosetta Stone is provided for ELL students on a daily basis to help in mastering the English language.
vii. Students will use the iReady program daily to practice Reading and Math skills at the student's current working level.
viii. Students receiving Tier 2 services will be monitored with the appropriate grade level probe every 20 days using the Aimsweb program.
ix. Students receiving Tier 3 services will monitored with the appropriate grade level probe for their current working level using the Aimsweb program.
xi. Professional development opportunities are provided throughout the year to expand teachers' repertoire of strategies to use in the classroom.

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

To increase parent involvement and build positive relationships with families, as well as increase communication to inform parents of their child's progress, we host:
• Open house and Orientation night
• Leadership Themed Parent Event (Stephen Covey Leader in Me School)
• Student-Led &/ Teacher Conferences with Parents
• Student Leadership Day
• Campus-Wide Beautification Days
• PTO Family Nights
• Science Fair
• Book Fair
• Trailblazer 4k race/run
In addition we communicate with families through:
• School & Classroom Websites
• School Facebook Page
• Monthly School Newsletters
• Weekly Classroom Newsletters
• Call-Outs to Families (to communicate important information/reminders)
• iOS & Android APP (push messages)
• Student planners/Communication folders
• Leadership notebooks

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

We invite and involve local community members in a variety of ways to support student achievement. Community stakeholders partner with us to contribute to students' learning through the following programs:
• Leadership Day
• PBiS events
• Jr. Achievement
• Pod Parents & Classroom Volunteers
• Music Programs
• PTO events such as: Get-Fit-A-Thon, Hoe Down & various fundraisers
• Literacy Picnic
• Tax Collector's Tag-Art
• D.A.R.E.
In addition, we have been proactive in seeking out programs which businesses or non-profit organizations offer to support student learning.
• Rotary

o Distribute Free Dictionaries to Students
• 4H Master Gardeners
o STEM Hands-On Educational Experiences
• Service Projects:
o Ronald McDonald House
o Food/toy drives
o Cards to military
Other ways we learn about the community for the purpose of utilizing available resources to support student achievement include:
• Educational Field Trips:
o Archbold Biological Station
o Bok Tower
o Ag-Venture
o Florida Museum & National Parks
o SFSC Plays
o Choral festival

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
Inagawa, Jeannie	Principal
Hills, Willie	Assistant Principal
Baugh, Crystal	Guidance Counselor
Belanger, Ian	Instructional Technology
Halloran, Laura	Teacher, K-12
Ladinsky, Karen	Instructional Coach
Prendergast, Elizabeth	Teacher, K-12
Swaine, Nikki	Instructional Coach
Lorenz, Colleen	Teacher, K-12
Bowers, Tim	Teacher, K-12
Lindley, Rhonda	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 MTSS Team is to make data-driven decisions for students who are experiencing difficulties in academic and/or behavioral domains. The MTSS Team will develop interventions to promote improvements in a student's academic performance and/or classroom behavior and provide the teacher support to implement the interventions and provide support and resources to the teachers at Tier I, II, and III to implement these interventions. Our school based MTSS Leadership Team meets on a regular basis about students. Decisions are made after collaborating with teachers and parents to ensure scientifically research-based interventions are implemented. Progress is monitored regularly using curriculum based measurements. These measures are EZCBM at First grade and

AimsWeb at Grades 2-5 on 20-day or weekly intervals. Data graphs will be reviewed with the school psychologist weekly.

Curriculum leadership team members gather information through observation, data analysis, and the development of effctive instructional strategies.

Members will: Analyze data, identify problems, set goals or objectives, develop an intervention plan, and monitor interventions.

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

The MTSS team meets on a regular basis to review student performance and make suggestions for improvement to the core curriculum. In addition, they meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

Title I Part A: Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title I Part C Migrant: Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI Part B: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

Title X Homeless: Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also provided at Fred Wild Elementary School.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeannie Inagawa, Administration	Principal
Willie Hills, Administration	Principal
Sue Donaldson, Chair	Teacher
Colleen Lorenz	Teacher
Martha Ward	Teacher
Connie Hogue	Teacher
Tim Bowers	Teacher
Crystal Baugh	Education Support Employee
Karen Ladinsky	Education Support Employee
Paul McGehee	Business/Community
Morgan Bullock	Parent
Jennifer Castelli	Parent
Jill Compton	Parent
Amanda John	Parent
Mandy Lower	Parent
Roxanne Meixner	Parent
Angie Porter	Parent
Kim Smith	Parent
Kim Riley	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 School Advisory Council (SAC) plays an active role in the review and evaluation of last year's school improvement plan by deciding what was effective and ineffective. The SAC reviews relevant data, identifies areas for improvement, develops improvement strategies, and monitors the implementation of strategies. This is an on-going process. Data is constantly being analyzed and adjustments made to ensure the strategies we are implementing are positively impacting student achievement. Funds are allocated to provide resources for the implementation of research based strategies.

Development of this school improvement plan

Members of the SAC assisted in the development of the school improvement plan by analyzing student performance data and developing goals to imporve areas of deficiency. The school improvement plan will be presented to the entire SAC for input and approval.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) assists with the annual school budget. Funds are allocated to provide resources for the implementation of research based strategies. The School Advisory Council provides advisory input on the school's annual budget and use of school improvement funds.

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

N/A

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ladinsky, Karen	Instructional Coach
Forester, Adrianna	Teacher, K-12
Lorenz, Colleen	Teacher, K-12
Maibach, Jackie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT during the 2014-2015 year include:
-Learning to work as a collaborative team to bring about forward shifts (positive change) in literacy and instruction.
-Creating, understanding and using a literacy framework - tailored to Cracker Trail's unique student population - to guide efficient and effective instructional planning, delivery, and assessment for differentiated instruction.
-Refine the use and integration of key instructional resources - including the leveled components of the core reading program, Reading Street - in addition to supplement leveled resources and complex text.
-Focus on learning, providing, and refining targeted literacy interventions designed to move the lowest 25% students, first through fifth grade students, to at least a minimum grade-level performance standard.
-Focus on learning, providing, and refining targeted practices that will improve the performance and outcome for those students close to achieving the next highest achievement level on the Spring 2013 Reading FCAT.
-Investigate and refine the use of formative assessment tools (running records, writing samples, interviews, etcetera) in grades 1-5.
-Continue to investigate the concept and implementation of Lesson Study as a job-embedded professional development context for first through fifth grade teachers.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade and curriculum teams are required to meet at least bi-monthly to collaborate and plan instructional units. Instructional staff are provided a daily common planning time with teachers from their same grade level to provide the opportunity for collaboration. During faculty professional development sessions instructional staff are provided opportunities to collaborate and share with others.

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

School based administration advertise open instructional positions through our district's Human Resources department. We as administrators, choose to only interview highly qualified, in-field applicants. Current instructional personnel maintain certification through professional development or by persuing advanced degrees.

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

First year teachers are assigned to a mentor on the same grade level, who has received Clinical Educator training. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or may be struggling will be assigned a peer evaluator by 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

CTE adopts curriculum which is aligned to the Florida Standards. Teachers utilize OnCourse lesson planning tools to show alignment of standards to curriculum being taught.

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

The Multi-Tiered Systems of Support (MTSS) team meets on a regular basis to review student performance and make suggestions for improvement to the curriculum. In addition, they meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.
Stake holders make data-driven decisions for students who are experiencing difficulties in academic and/or behavioral domains. The MTSS Team will develop interventions to promote improvements in a student's academic performance and/or classroom behavior and provide the teacher support to implement the interventions and provide support and resources to the teachers at Tier I, II, and III to implement these interventions. Our school based MTSS Leadership Team meets on a regular basis about individual students. Decisions are made after collaborating with teachers and parents to ensure scientifically research-based interventions are implemented. Progress is monitored regularly using curriculum based measurements. These measures are AimsWeb on 20-day or weekly intervals. Data

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graphs will be reviewed with the school psychologist weekly.

Curriculum leadership team members gather information through observation, data analysis, and the development of effective instructional strategies. Members will: Analyze data, identify problems, set goals or objectives, develop an intervention plan, and monitor interventions.

The MTSS team will provide regular updates on progress of students in the MTSS process to members of the leadership team at monthly meetings and solicit input and recommendations regarding data and ways to improve the MTSS process or specific MTSS activities. The leadership team routinely will analyze and review performance data and progress towards meeting SIP goals. The data management systems currently used in Highlands County are Genesis, A3, Performance Matters, RtI:B, and AimsWeb. Data sources for reading include: Progress Monitoring meetings with individual classroom teachers, current and past classroom grades (Pinnacle gradebook), running records, Accelerated Reader Scores, STAR reading scores, FCAT, iReady, Performance Matters, and formative assessments.

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: 0

Tutoring is offered to students within the lowest quartile in reading, mathematics, and third grade retainees. Students receive additional minutes of reading and math instruction.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Inagawa, Jeannie , inagawaj@highlands.k12.fl.us

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

Student performance data is collected and analyzed to target areas of need.

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

At the beginning of each academic year, and towards the end, grade levels meet together, as well as with the grades before and after, to discuss expectations of students both entering and exiting the grade levels. Members of our leadership team meet with the teachers at the Kindergarten Learning Center, as well as the middle schools, to discuss expectations and individual students' needs.

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

CTE teachers display their personal mission statements on their classroom door. These mission statements include the name of the university or college the teacher attended. Teachers also participate in career days, inviting community members to come into their classrooms and discuss their occupations and careers with the students.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Maintain or increase the percent of students meeting satisfactory progress on the reading standardized assessment.

G2.   Maintain or increase the percent of students meeting satisfactory progress on the math standardized assessment.

G3.   Increase the percent of learning gains for the lowest quartile in math

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. Maintain or increase the percent of students meeting satisfactory progress on the reading standardized assessment. [1a]

🔍 G068772

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal [2]

- Reading Street English Language Arts Program
- Literacy Coach
- Ready Florida instructional tools
- www.writebrightstation.com subscription

Targeted Barriers to Achieving the Goal [3]

- Limited data and exemplar sets, changes in item specifications mid-year, as related to new standardized assessments

Plan to Monitor Progress Toward G1. [8]

Teacher observations, lesson plans, and the review of student i-ready reading data will reveal on-grade-level instruction and practice on a regular interval which will demonstrate increased teacher effectiveness and student success.

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

Lesson plans, teacher observation, and increase in students reading scores on standardized assessment.

G2. Maintain or increase the percent of students meeting satisfactory progress on the math standardized assessment. `1a`

G068773

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal `2`

- 1. Florida Go Math core 2. Florida Go Math Practice Books 3. Professional Development 4. I-ready / https://teacher-toolbox.com/ 5. The Teaching Channel 6. OnCourse Lesson Plan collaboration 7. Best practices and resource collaboration
-

Targeted Barriers to Achieving the Goal `3`

- Targeted Barrier for Goal 1 - Continual need for professional development revolving around the standards, cognitive complexity of the standards, and standardized assessments

Plan to Monitor Progress Toward G2. `8`

1. Administration walk throughs during examination and planning meetings to monitor teachers' depth of understanding of new resources and effective of use of time.

2. i-ready diagnostic data

3. Progress Monitoring Team

Person Responsible
Jeannie Inagawa

Schedule
Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Observations, discussions, and lesson plans

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G3. Increase the percent of learning gains for the lowest quartile in math 1a

G068774

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	53.0

Resources Available to Support the Goal 2

- Florida GO Math Series
- I-ready
- District Curriculum Specialist

Targeted Barriers to Achieving the Goal 3

- low-performing students ability to master higher standard

Plan to Monitor Progress Toward G3. 8

i-ready diagnostic data will be collected and reviewed throughout the year as well as teacher class data from homework assignments, quizzes, and test to assure the goal/targets are will be met.

Person Responsible

Jeannie Inagawa

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

Evidence of Completion

i-ready reports, teacher observation, class data

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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. Maintain or increase the percent of students meeting satisfactory progress on the reading standardized assessment. `1`

🔍 G068772

G1.B8 Limited data and exemplar sets, changes in item specifications mid-year, as related to new standardized assessments `2`

🔍 B178649

G1.B8.S1 Continue using the i-ready diagnostic as a tool to leverage advanced technology which will provide a deep, customized evaluation of every student, as well as track student growth and performance consistently `4`

🔍 S190042

Strategy Rationale

i-Ready Diagnostic & Instruction for reading addresses challenges by combining an adaptive diagnostic assessment with individualized instruction, progress monitoring, and comprehensive reporting for teachers and administrators to review and adapt instruction for individual students.

Action Step 1 `5`

CTE teachers will use I-ready diagnostics quarterly to evaluate students growth and identify areas for remediation.

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Ensuring achievement for every student; administration, resource coaches, and teachers will meet quarterly to review data and make recommendations to adjust instructional strategies to better meet students' needs.

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

I-ready diagnostic data, teacher data

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

I-ready diagnostics determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The progress monitoring team meets to assure the measures for the student's academic progress is on track or discuss additional differentiated strategies.

Person Responsible

Karen Ladinsky

Schedule

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

Evidence of Completion

I-ready diagnostic data

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G2. Maintain or increase the percent of students meeting satisfactory progress on the math standardized assessment. 1

🔑 G068773

G2.B3 Targeted Barrier for Goal 1 - Continual need for professional development revolving around the standards, cognitive complexity of the standards, and standardized assessments 2

🔑 B178652

G2.B3.S2 Strategy 2- Grade levels collaborate to most effectively use standards and assessments to make sure all students learn. 4

🔑 S190046

Strategy Rationale

Individual teachers will be responsible for providing meaningful contributions from different content areas to enrich the learning of all team members.

Action Step 1 5

Plan to Implement Strategy 1: Utilizing content area specialists' support days to provide guided assistance with new standard components.
-Grade level weekly collaboration.

Person Responsible

Willie Hills

Schedule

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

Evidence of Completion

Check sign in sheets, session agendas, and minutes

Action Step 2 5

Plan to Implement Strategy 2: Provide additional common planning time for grade level collaboration.
-Teachers will meet at least once each week to collaborate and generate effective lessons based on standards and assessment results. Teachers will plan to address student learning based on results.

Person Responsible

Willie Hills

Schedule

On 5/31/2016

Evidence of Completion

Agendas, minutes, and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Student achievement data increased based on progress monitoring

Person Responsible

Willie Hills

Schedule

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

Evidence of Completion

I-ready math diagnostic data, teacher observation and class data

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Progress Monitoring team consisting of administration, literacy coaches, and teachers

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

i-ready diagnostic data, teacher observation and class data

G3. Increase the percent of learning gains for the lowest quartile in math 1

G068774

G3.B2 low-performing students ability to master higher standard 2

B178654

G3.B2.S1 I-ready diagnostic 4

S190049

Strategy Rationale

i-Ready provides a valid and reliable growth measure to track student progress and areas of remediation

Action Step 1 5

i-ready math diagnostic implemented to pinpoint student needs down to the sub-skill level. This will also include ongoing progress monitoring which will reveal whether students are on track to achieve end-of-year targets.

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

I-ready reports, student data binders, and increased skill levels.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Progress Monitoring team that will consist of administration, stem coach, and teacher

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

I-ready data, teacher observations, class data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

i-Ready diagnostic will automatically provide data of students current academic level as well as individualized online and teacher-led instruction targets for each student's unique needs. Teachers will also be provided with a detailed action plan for individual and group instruction and the tools to deliver that instruction.

Person Responsible

Jeannie Inagawa

Schedule

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

Evidence of Completion

I-ready data, teacher lesson plans, stem coach monitoring, student data binders, and increased student skill levels

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.B8.S1.A1	CTE teachers will use I-ready diagnostics quarterly to evaluate students growth and identify areas for remediation.	Inagawa, Jeannie	8/24/2015	Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	5/31/2016 quarterly
G2.B3.S2.A1	Plan to Implement Strategy 1: Utilizing content area specialists' support days to provide guided assistance with new standard components. -Grade level weekly collaboration.	Hills, Willie	8/24/2015	Check sign in sheets, session agendas, and minutes	5/31/2016 weekly
G3.B2.S1.A1	i-ready math diagnostic implemented to pinpoint student needs down to the sub-skill level. This will also include ongoing progress monitoring which will reveal whether students are on track to achieve end-of-year targets.	Inagawa, Jeannie	8/24/2015	I-ready reports, student data binders, and increased skill levels.	5/31/2016 quarterly
G2.B3.S2.A2	Plan to Implement Strategy 2: Provide additional common planning time for grade level collaboration. -Teachers will meet at least once each week to collaborate and generate effective lessons based on standards and assessment results. Teachers will plan to address student learning based on results.	Hills, Willie	8/24/2015	Agendas, minutes, and lesson plans	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Teacher observations, lesson plans, and the review of student i-ready reading data will reveal on-grade-level instruction and practice on a regular interval which will demonstrate increased teacher effectiveness and student success.	Inagawa, Jeannie	8/24/2015	Lesson plans, teacher observation, and increase in students reading scores on standardized assessment.	5/31/2016 quarterly
G1.B8.S1.MA1	I-ready diagnostics determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The progress monitoring team meets to assure the measures for the student's academic progress is on track or discuss additional differentiated strategies.	Ladinsky, Karen	8/24/2015	I-ready diagnostic data	5/31/2016 quarterly
G1.B8.S1.MA1	Ensuring achievement for every student; administration, resource coaches, and teachers will meet quarterly to review data and make recommendations to adjust instructional strategies to better meet students' needs.	Inagawa, Jeannie	8/24/2015	I-ready diagnostic data, teacher data	5/31/2016 quarterly
G2.MA1	1. Administration walk throughs during examination and planning meetings to monitor teachers' depth of understanding of new resources and effective of use of time. 2. i-ready diagnostic data 3. Progress Monitoring Team	Inagawa, Jeannie	8/24/2015	Observations, discussions, and lesson plans	5/31/2016 quarterly
G2.B3.S2.MA1	Progress Monitoring team consisting of administration, literacy coaches, and teachers	Inagawa, Jeannie	8/24/2015	i-ready diagnostic data, teacher observation and class data	5/31/2016 quarterly
G2.B3.S2.MA1	Student achievement data increased based on progress monitoring	Hills, Willie	8/24/2015	I-ready math diagnostic data, teacher observation and class data	5/31/2016 quarterly
G3.MA1	i-ready diagnostic data will be collected and reviewed throughout the year as well as teacher class data from homework assignments, quizzes, and test to assure the goal/targets are will be met.	Inagawa, Jeannie	8/24/2015	i-ready reports, teacher observation, class data	6/2/2016 quarterly
G3.B2.S1.MA1	i-Ready diagnostic will automatically provide data of students current academic level as well as individualized online and teacher-led instruction targets for each student's unique needs. Teachers will also be provided with a detailed action plan for individual and group instruction and the tools to deliver that instruction.	Inagawa, Jeannie	8/24/2015	I-ready data, teacher lesson plans, stem coach monitoring, student data binders, and increased student skill levels	5/31/2016 daily
G3.B2.S1.MA1	Progress Monitoring team that will consist of administration, stem coach, and teacher	Inagawa, Jeannie	8/24/2015	I-ready data, teacher observations, class data	5/31/2016 quarterly

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. Maintain or increase the percent of students meeting satisfactory progress on the reading standardized assessment.

G1.B8 Limited data and exemplar sets, changes in item specifications mid-year, as related to new standardized assessments

G1.B8.S1 Continue using the i-ready diagnostic as a tool to leverage advanced technology which will provide a deep, customized evaluation of every student, as well as track student growth and performance consistently

PD Opportunity 1

CTE teachers will use I-ready diagnostics quarterly to evaluate students growth and identify areas for remediation.

Facilitator

Ian Belanger

Participants

CTE Staff

Schedule

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

Technical Assistance Items

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

G3. Increase the percent of learning gains for the lowest quartile in math

G3.B2 low-performing students ability to master higher standard

G3.B2.S1 I-ready diagnostic

PD Opportunity 1

i-ready math diagnostic implemented to pinpoint student needs down to the sub-skill level. This will also include ongoing progress monitoring which will reveal whether students are on track to achieve end-of-year targets.

Facilitator

Jeannie Inagawa

Participants

CTE Teachers

Schedule

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

Budget

Budget Data

1	G1.B8.S1.A1	CTE teachers will use I-ready diagnostics quarterly to evaluate students growth and identify areas for remediation.	$0.00
2	G2.B3.S2.A1	Plan to Implement Strategy 1: Utilizing content area specialists' support days to provide guided assistance with new standard components. -Grade level weekly collaboration.	$0.00
3	G2.B3.S2.A2	Plan to Implement Strategy 2: Provide additional common planning time for grade level collaboration. -Teachers will meet at least once each week to collaborate and generate effective lessons based on standards and assessment results. Teachers will plan to address student learning based on results.	$0.00
4	G3.B2.S1.A1	i-ready math diagnostic implemented to pinpoint student needs down to the sub-skill level. This will also include ongoing progress monitoring which will reveal whether students are on track to achieve end-of-year targets.	$0.00
		Total:	$0.00