

Volusia County Schools

Horizon Elementary School



2015-16 School Improvement Plan

Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

<http://myvolusiaschools.org/school/horizon/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	65%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

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

**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 was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Providing a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect
to develop productive, responsible citizens.

Provide the school's vision statement

Aim to LEAD
AIM comes from our mission statement
Academic development
Individual growth
Mutual respect
to
Lead
Exceed
Achieve
Dream

School Environment

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

Our school strives to learn about our students before they even enter our building. We can look at registration forms to gain knowledge on the different cultural groups that are in our school. Relationships are built between teachers and students through activities within the classroom during the school day as well as family activities after/before school hours.

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

The school-based Behavioral Leadership Team/Positive Behavior Support team develops processes and procedures intended for all students and staff, in all settings which promote positive behavior and build school community based upon safety and responsibility.
School leadership provides safety training for staff and students participate in drills on a monthly basis.
The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate attention. The counselor also has an anti-bullying program and works with the Leader in Me program.

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

Instructional time is a priority and protected by the principal as evidenced by no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to

instruction. Our school continues to implement the AIM to LEAD model school wide to teach principle-based leadership skills using a common language throughout the school.

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

Our school counselor provides counseling to students identified as having a need either by their parent/guardian, teacher or self. Our students are introduced to the counselor the first week of school and he is visible during the school day. Our students know that they may request a visit to the counselor at any time. The school wide implementation of the AIM to LEAD program also assists our students in building character, and increasing positive social behaviors.

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 school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as followed:

Unweighted GPA below 2.0

Over age for grade

Office discipline referrals over 2

Attendance below 90%

Year to date suspensions-1 or more

Number of prior retentions-1 or more

Level 1 score on statewide, standardized assessments in ELA or math

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based

interventions are developed to address the area of concern.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS the students is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Intervention strategies include:

tutoring during and after school day, daily walk to intervention with homogeneous groupings, attendance monitoring, behavior contracts

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

There are multiple opportunities for parent involvement at Horizon. We have over 51% of our SAC members that are parent and community members. The majority of PTA board is also parents. We hold science night with the museum, Meet the Teacher, Open House, Parent Information night for 5th grade, various business partner nights (Chick fil - A, Publix, Papa Johns, Chipotles), Book Fair Parent night, and BYOT (Bring Your Own Technology) night. This year we hope to add Family Night sponsored by the PTA and a Thinking Math Presentation night for parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by holding such events as Chick fil-A Night, Publix Math Night, Museum of Arts and Science Night, PTA, Meet Your Teacher, and Open House. In September 2015, we plan to implement an after school Science Club to be held once weekly with financial /supply donation support from our business partners. We will also add a Teaching Garden with the financial assistance from our business partners and donations from community agencies.

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
Harms, Gary	Principal
Williams, Kimberly	Assistant Principal
Wright, Sarah	Teacher, ESE
Barefield, Amanda	Teacher, K-12
Fay, Catherine	Instructional Media
Hall, Janet	Teacher, ESE
Kennedy, Alisha	Teacher, K-12
Lilly, Elizabeth	Teacher, K-12
Pruitt, Tamara	Teacher, K-12
Strickland, William	Teacher, K-12
Tackney, Valerie	Teacher, K-12
Nelson, Chasity	Instructional Coach
Miller, Doug	Guidance Counselor

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Horizon currently has a Blended Pre-K program that consists of Volusia County ESE students and Head Start students. This is one of a few programs of its kind in Volusia. The purpose of this program

is to provide a cost neutral blended prekindergarten options to educate prekindergarten children with disabilities together with typically developing peers. This program strives to meet the academic, socio-emotional and overall physical health of all the students served. We are currently in the 3rd year of this program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gary Harms	Principal
Sarah Wright	Teacher
Shari Watkins	Teacher
Barbara Lampert Shepherd	Business/Community
Alice Affatato	Education Support Employee
Denise Dellaria	Parent
Kelli Foxman	Parent
Angela Primavera	Parent
Donna Cuono	Parent
Brooks Miller-Busby	Parent
Tanya Stiffler	Parent
Janice Moskus Brown	Parent
Hope Thompson	Teacher
Lisa Witkoff	Parent
Laura Macdougall	Parent
Alisha Kennedy	Teacher
	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

To begin evaluating the effectiveness of last year's School Improvement Plan, our school leadership team met to engage in Step Zero. The School Leadership Team shared results with faculty as well as the School Advisory Council to receive input.

Development of this school improvement plan

The Horizon School Advisory Council (SAC) meets eight times during the school year. The SAC will review the previous year's School Improvement Plan (SIP) and current school data. The SAC will provide input to include in the SIP. The SAC will use data provided at meetings to monitor progress of the SIP goals, and give input pertaining to needed revisions.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School Improvement Funds were provided too late last year to be spent as the SAC was finished meeting for the school year. School Improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of School Improvement Plan goals. Each request is evaluated by the SAC and voted on for approval.

In the past, our funds have been used to assist with funding of tutoring, providing funding for Storytelling Club, Reading Counts incentives, phonics workbooks for kindergarten, substitute funding so kindergarten teachers could administer the Diagnostic Reading Assessment, (DRA) and/or Florida Assessment for Instruction in Reading (FAIR). In 2015 our SAC approved teacher requests for Common Core ELA and Math curriculum.

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
Harms, Gary	Principal
Fay, Catherine	Instructional Media
Williams, Kimberly	Assistant Principal
Barefield, Amanda	Teacher, K-12
Kennedy, Alisha	Teacher, K-12
Pruitt, Tamara	Teacher, K-12
Strickland, William	Teacher, K-12
Tackney, Valerie	Teacher, K-12
Nelson, Chasity	Instructional Coach
Miller, Doug	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

To increase student literacy skills and achievement using technology, tutoring, and Common Core strategies.

The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy supports available to students at our school.

The school-wide Literacy initiative's main focus is to support reading and writing in every classroom.

This year's focus will be support for teachers as we continue to our school-wide writing initiative.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent

involvement. This year we will sponsor two Scholastic book fairs. The LLT sponsors the Young Author's contest, the school Spelling Bee, the Storytelling Club, and the Book It program.

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

Common Planning, Professional Learning Communities (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common Planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
2. Leadership Opportunities
3. Professional Development
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Teacher recognition programs by administration

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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

All Volusia County public school programs meet or exceed state requirements. Teachers utilize the district curriculum maps, modules, resources, and assessments which are all aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the academic coach, create targeted instruction lessons during the PLCs. Students requiring intensive remediation receive additional support from academic coaches, tutors and specialized interventions during Walk to Intervention time. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team.

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: 12,150

Tutoring will be provided during and after school for identified students.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harms, Gary, gharms@volusia.k12.fl.us

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

Pre and post tests are given and collected by administration to determine effectiveness of programs.

Strategy: Extended School Day

Minutes added to school year: 2,160

Reading Club, Art Club, Science Club, Chorus, FFEA (Florida Future Educators of America), and Running/Health Club will be available for enrichment.

Strategy Rationale

Providing activities to enrich a students interest can increase academic achievement and leadership skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Kimberly, kawillia@volusia.k12.fl.us

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

surveys of satisfaction given to students and their guardians

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

N/A

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

N/A

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

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers provide multiple and differentiated levels of instruction through content, process, and product to all students based on data then student achievement will increase in all content areas.

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. If all teachers provide multiple and differentiated levels of instruction through content, process, and product to all students based on data then student achievement will increase in all content areas. 1a

G068842

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
ELA/Reading Gains	35.0
ELA/Reading Lowest 25% Gains	25.0

Resources Available to Support the Goal 2

- Academic coach
- Thinking Math
- Thinking Maps
- TIME for kids/Scholastic
- Online resources
- Common Core Coach materials
- Response to Literature
- Ready Reading/Ready Writing
- ESE supports
- Reading PAWS
- Lakeshore Math materials
- SIPPS
- PD
- in school tutors
- PLC time
- Read Works
- Reading A-Z/RAZZ Kids

Targeted Barriers to Achieving the Goal 3

- Teacher frustration due to lack of targeted PD

Plan to Monitor Progress Toward G1. 8

The goal will be monitored by analyzing student data including class data, district assessments and the Florida Standards Assessment.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Report card grades, testing data, PLC notes, and observation of teachers using strategies taught in PDs.

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. If all teachers provide multiple and differentiated levels of instruction through content, process, and product to all students based on data then student achievement will increase in all content areas. **1**

 G068842

G1.B10 Teacher frustration due to lack of targeted PD **2**

 B178968

G1.B10.S1 Targeted Professional Development and feedback support will provide teachers with the ability to implement differentiated instruction effectively. **4**

 S190315

Strategy Rationale

The current model for professional development does not provide feedback support to teachers as they are implementing differentiated instruction.

Action Step 1 **5**

Create a year long Professional Development calendar.

Person Responsible

Gary Harms

Schedule

On 8/18/2015

Evidence of Completion

Calendar will be published and distributed at preservice meeting

Action Step 2 5

Survey teachers for wants/needs, strengths/weaknesses in the area of PD.

Person Responsible

Alisha Kennedy

Schedule

On 8/21/2015

Evidence of Completion

completed surveys

Action Step 3 5

Develop a general framework for each session.

Person Responsible

Gary Harms

Schedule

On 9/10/2015

Evidence of Completion

written plans for PD sessions

Action Step 4 5

Research and create agenda and plan activities for each session.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Final PD evaluation and implementation guides collected from participants.

Action Step 5 5

Implement Professional Development.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Implementation slips collected from participants.

Action Step 6 5

Team meets to follow up on effectiveness of PD.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/4/2015 to 6/9/2016

Evidence of Completion

Using implementation slips from participants as well as administrator evaluation data.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Meet to plan year long calendar.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/17/2015 to 9/1/2015

Evidence of Completion

calendar

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Collect surveys and analyze data.

Person Responsible

Sarah Wright

Schedule

Weekly, from 8/21/2015 to 9/10/2015

Evidence of Completion

recorded survey results

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

School Improvement Team meetings

Person Responsible

Gary Harms

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

completed frameworks

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Agendas and plans for PD

Person Responsible

Gary Harms

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

implementation plans collected from participants

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Analyze "exit slips" from participants.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Implementation slips will be collected and analyzed by the School Improvement Team.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Analyze the implementation slips and survey data from participants and providing coaching and follow up as needed.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/25/2015 to 6/9/2016

Evidence of Completion

Collection of implementation slips and survey data.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Review regularly to ensure adequate time is provided for each session.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Completed calendar

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Review surveys

Person Responsible

Gary Harms

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

use of surveys to plan for PD

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Review and analyze "exit slips" from previous PDs to ensure needs of teachers are being met.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

School Improvement Team notes

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Analyze student data

Person Responsible

Gary Harms

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Increase in student achievement

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Analyze implementation slips from participants and make changes as needed.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Collect and analyze participants "exit slips".

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.B10.S1.A1	Create a year long Professional Development calendar.	Harms, Gary	8/17/2015	Calendar will be published and distributed at preservice meeting	8/18/2015 one-time
G1.B10.S1.A2	Survey teachers for wants/needs, strengths/weaknesses in the area of PD.	Kennedy, Alisha	8/18/2015	completed surveys	8/21/2015 one-time
G1.B10.S1.A3	Develop a general framework for each session.	Harms, Gary	9/10/2015	written plans for PD sessions	9/10/2015 one-time
G1.B10.S1.A4	Research and create agenda and plan activities for each session.	Harms, Gary	9/10/2015	Final PD evaluation and implementation guides collected from participants.	6/9/2016 monthly
G1.B10.S1.A5	Implement Professional Development.	Harms, Gary	9/21/2015	Implementation slips collected from participants.	6/9/2016 monthly
G1.B10.S1.A6	Team meets to follow up on effectiveness of PD.	Harms, Gary	9/4/2015	Using implementation slips from participants as well as administrator evaluation data.	6/9/2016 monthly
G1.MA1	The goal will be monitored by analyzing student data including class data, district assessments and the Florida Standards Assessment.	Harms, Gary	8/31/2015	Report card grades, testing data, PLC notes, and observation of teachers using strategies taught in PDs.	6/9/2016 weekly
G1.B10.S1.MA1	Review regularly to ensure adequate time is provided for each session.	Harms, Gary	8/17/2015	Completed calendar	6/9/2016 monthly
G1.B10.S1.MA6	Review surveys	Harms, Gary	8/18/2015	use of surveys to plan for PD	6/9/2016 monthly
G1.B10.S1.MA7	Review and analyze "exit slips" from previous PDs to ensure needs of teachers are being met.	Harms, Gary	9/21/2015	School Improvement Team notes	6/9/2016 monthly
G1.B10.S1.MA8	Analyze student data	Harms, Gary	9/30/2015	Increase in student achievement	6/9/2016 weekly
G1.B10.S1.MA10	Analyze implementation slips from participants and make changes as needed.	Harms, Gary	9/21/2015	Collect and analyze participants "exit slips".	6/9/2016 monthly
G1.B10.S1.MA1	Meet to plan year long calendar.	Harms, Gary	8/17/2015	calendar	9/1/2015 weekly
G1.B10.S1.MA3	Collect surveys and analyze data.	Wright, Sarah	8/21/2015	recorded survey results	9/10/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B10.S1.MA4	School Improvement Team meetings	Harms, Gary	8/17/2015	completed frameworks	6/9/2016 monthly
G1.B10.S1.MA5	Agendas and plans for PD	Harms, Gary	9/21/2015	implementation plans collected from participants	6/9/2016 monthly
G1.B10.S1.MA9	Analyze "exit slips" from participants.	Harms, Gary	9/21/2015	Implementation slips will be collected and analyzed by the School Improvement Team.	6/9/2016 monthly
G1.B10.S1.MA11	Analyze the implementation slips and survey data from participants and providing coaching and follow up as needed.	Harms, Gary	9/25/2015	Collection of implementation slips and survey data.	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers provide multiple and differentiated levels of instruction through content, process, and product to all students based on data then student achievement will increase in all content areas.

G1.B10 Teacher frustration due to lack of targeted PD

G1.B10.S1 Targeted Professional Development and feedback support will provide teachers with the ability to implement differentiated instruction effectively.

PD Opportunity 1

Implement Professional Development.

Facilitator

School Improvement Team

Participants

faculty

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B10.S1.A1	Create a year long Professional Development calendar.				\$0.00
2	G1.B10.S1.A2	Survey teachers for wants/needs, strengths/weaknesses in the area of PD.				\$0.00
3	G1.B10.S1.A3	Develop a general framework for each session.				\$0.00
4	G1.B10.S1.A4	Research and create agenda and plan activities for each session.				\$0.00
5	G1.B10.S1.A5	Implement Professional Development.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	3451 - Horizon Elementary School	School Improvement Funds		\$1,000.00
6	G1.B10.S1.A6	Team meets to follow up on effectiveness of PD.				\$0.00
Total:						\$1,000.00