

School District of Osceola County, FL

Harmony Community School



2015-16 School Improvement Plan

Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	36%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	20%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 is pending approval by the Osceola County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Harmony Community School: A community that teaches, inspires, respects, and celebrates, everybody every day.

Provide the school's vision statement

Harmony Community School: Where everyone leads by example through personal responsibility, contribution, and hard work.

School Environment

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

Students at Harmony Community School learn the tolerance of cultures through a variety of classroom techniques infused directly into teaching. We are a Leader In Me School which provides leadership opportunities for all students and teachers.

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

We have many procedures in place to ensure students feel safe.

Emotional safety is addressed through leadership and the 7 Habits, which is practiced by everyone. Physical safety is addressed in many ways, such as, visitors to the school must be OASIS approved. Anyone attempting to enter our campus, must present a valid ID before doors are opened. All exterior doors and classroom doors are always locked. Leadership team members carry a radio to ensure a quick response time. All procedures for safety mechanisms are reviewed annually. Some aspects covered are as follows:

Morning and afternoon duty. Lunch duty. Emergency procedures to include fire, inclement weather and lock down. Practice drills ensure students and staff all know expectations.

There is an anonymous bullying reporting system as well as district communication and initiatives passed along that include posters and lessons on bullying and internet safety.

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

Harmony Community Schools expectations are infused schoolwide. The expectations for voice level and behavior are consistent in all classrooms. Annually, administration holds grade level assemblies to review school wide expectations and consequences. Harmony has a dean of students trained to support students. The Dean is trained in the 7 Habits to ensure students are taught proactive strategies to prevent future referrals. Harmony is a Leader In Me Lighthouse School, and infuses the 7 Habits of Happy Kids and Highly Effective People. All staff has been trained in delivery of this program and students are fully aware of the expectations. The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and

increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. Harmony Community School believes in this model and strives to unleash the potential of every student through The Leader In Me!

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

Harmony Community School employs a full time guidance counselor, who is available to meet with students and listen to any concerns regarding students emotional state of mind. There are 2 VE teachers who ensure any student with an IEP who needs social/emotional support receive it through small group direct instruction. Harmony also holds the following community projects specifically for HCS students:

Food drive, coat drive, shoe drive.

Students who are in transition, receive weekly food donations as well as clothing donated from Osceola County.

Students school wide have leadership opportunities infused within the school day. We will also offer a peer mentoring program for middle school students through service learning. The recipients of this program will be HCS elementary students.

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 EWS for Harmony Community School is a proactive indicator that shows overall areas of concern for specific students and their areas of need. Those specific areas indicate a small number of students showing concern with:

attendance

discipline referrals

course failure in ELA or Math

level 1 on statewide assessment

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	15	20	10	10	8	12	0	2	2	79
One or more suspensions	0	0	1	1	0	0	0	1	6	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	14	16	8	5	2	50
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	4	5	7	8	
Students exhibiting two or more indicators	2	3	2	1	8

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

Harmony Community School believes all students can be successful. We utilize the Multi Tiered System of Support to identify, monitor and remediate students. We currently use small group instruction with the Journey's reading curriculum and Go Math. Within these programs, remediation is completed through Write In Readers (T2), Toolkits (T3). All interventions are delivered in small group. All staff has a designated time for intensive remediation for 30 minutes, 5 times per week. All teachers are aware of the schoolwide implementation of MTSS and the procedures to ensure students receive interventions specifically designed for the area they need improvement.

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

Harmony offers many day time and evening activities to build rapport with families. We hold an annual 7 Habits Parent Night, science and Math nights as well as band and chorus concerts. Harmony Students share their progress through student led conferences as well as daily and or weekly newsletters from parents. FOCUS is a new district program that allows parents to view their students grades as well as any conference notes.

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

There is a designated business partner liason who is in direct communication with the district as well as business partners. Partners are updated annually with a contract. Partners are offered sponsorship opportunities and are communicated to via email as well as face to face communication. There is a partnership area in the school displaying partner information.

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
Davis, Johathan	Principal
Micale, Dorota	Assistant Principal
Yontz, Amanda	Dean
Osborne, Deanna	Instructional Coach

Duties

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

To identify students, review data, put interventions into place, and then monitor that the interventions are working with feedback given as needed.

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

Our IAT team plans to continue with the same strategy as last year, which involves identification of students based on data, push-in services to the classroom, and daily intervention services in every class. Our monitoring system includes regularly scheduled MTSS meetings to ensure progress monitoring of all students. This includes a fluid process of increasing support and enrichment as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions as well as science camps and professional Development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jon Davis	Principal
Christy Walter	Parent
Alexandra Feild	Parent
Jon Davis	Principal
Arlene Cuellar	Teacher
Michael Allen	Parent
Kelly McLees	Parent
Robert Williams	Parent
Valerie Yeager	Teacher
Eleatha Horn	Teacher
Linda Broomall	Teacher
Glen Boisseau Becker	Teacher
Dorota Micale	Parent
EstherRuth Gilbert	Teacher

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

Goal 1 was met with success. Student achievement increased in both Reading and Math.
Goal 2 was met with success. Through focused PD, walkthrough's, reflective visit data and feedback, students were more fully engaged in their learning by the increased use of goals and scales.

Development of this school improvement plan

Through the forum of monthly meetings academic initiatives are discussed and the school course is plotted.

Preparation of the school's annual budget and plan

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

All school improvement funds must be directly related to improving student achievement and are addressed throughout the year. No funds have been committed yet as the school year has just started.

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Davis, Johathan	Principal
Micale, Dorota	Assistant Principal
Osborne, Deanna	Instructional Coach
Nichols, Chris	Teacher, K-12
Boisseau Becker, Glenn	Teacher, K-12
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet frequently to discuss the literacy needs of the school and find ways to actively engage students with literacy, via classroom activities, morning announcements, parent nights, etc.

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

We encourage positive working relationships and collaborative planning and instruction by scheduling grade level teachers with the same block and lunch times. This time can be utilized for teachers to have common PLCs, grade level meetings, conferences. Teachers where the teachers can collaborate, review data and discuss strategies to enrich and remediate students.

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

We seek only the highest qualified candidates that would fit in with our school culture and have a track record of success. A committee of administrators, teachers, and students is responsible to recruit. Everybody contributing to a positive school culture helps to retain those who already teach here.

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

Our school's plan for pairing new teachers is to pair a new teacher with a like grade level teacher and/or subject area. The pair will meet several times weekly in the beginning and then at least once a week for the remainder of the year to ensure that the new educator is fully supported.

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

This year our school is using District Curriculum Maps for Reading/LA, Math, and Science, which were created to ensure that all Florida Standards will be taught during the school year and our core instructional programs/materials are cited as a primary resource for teachers. The Leadership Team will conduct CWTs to ensure the fidelity of standards teaching according to the Curriculum Maps.

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 MTSS team, as well as the teachers, analyze current and FSA (if applicable), STAR scores, FCAT Science Osceola Writes, EWS reports as well as common formative assessments. Once students are identified with diverse needs, we determine the best path to provide appropriate instruction/intervention needs. In our master schedule, we have incorporated 30 minutes of iii time, 5 days a week, where teachers meet with their Tier 2, Tier 3, or Lowest Quartile students using intervention materials, to provide support of daily grade level lessons. Also, we use our para's to push in to assist students in the classroom during instruction/practice time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,620

Teachers will work with identified low performing students 3 times a week before school.

Strategy Rationale

Teachers will use a variety of strategies with intervention materials to aide student learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Davis, Johathan, davisj@osceola.k12.fl.us

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

Strategy: After School Program

Minutes added to school year: 540

Identified low performing students 1 time per week after school will be supported with computer based remediation.

Strategy Rationale

A variety of strategies with intervention materials to aide student learning will be used.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Micale, Dorota, micaled@osceola.k12.fl.us

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

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

We house a pre-k program in our school and those students all attend VPK on HCS campus. This ensures students at an early age are beginning to understand procedures and routines for the school

they will attend for K. PreK, as well as K, offer a staggered start to build positive rapport and relationships with students.

College and Career Readiness

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

Guidance provides district courses on college and career readiness to all 8th grade students. This program also provides a off campus trip to Valencia College where students receive real world experience in learning about college and options available to them. There is very little opportunity course selection at the elementary level. However students are exposed to the arts and physical education on a daily basis. Teachers are constantly making connections between what students learn and how they will apply it in the real world.

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

Our schedule the reading and language arts classes back to back in grades 1st - 8th. Our teachers employ thematic units where students are asked to make connections between academics and real life situations. In addition, we offer leadership opportunities, that put theory into practice by giving back to the community while using ELA and math strategies within the leadership club program.

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

Teachers prepare their students for middle school and high school and for a technologically changing world and we receive good feedback for the middle and high schools they attend.

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

Teachers prepare their students for middle and high school for a technologically changing world and we receive good feedback for the middle and high schools they attend.

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.** Increase reading and math proficiency in our T2, T3 and ESE students by 10% on STAR.
- G2.** Decrease the number of students who miss 10% or more days of school within the school year.
(Kinder through 8)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase reading and math proficiency in our T2, T3 and ESE students by 10% on STAR. 1a

G069220

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	28.0
Math Gains District Assessment	58.0

Resources Available to Support the Goal 2

- Professional development-in house and outside consultants
- Math Solutions Training
- Modeling best practices
- Highlighting instructional strategies using best practices
- Teachers observing other teachers
- AVID strategies
- Marzano resources
- CPALMS
- Weekly Grade Level Meetings
- PLCs using Common Assessment
- Core Connections Training

Targeted Barriers to Achieving the Goal 3

- Deepening the knowledge of standards and implementation withing the classroom

Plan to Monitor Progress Toward G1. 8

Professional Development to improve instructional strategies

Person Responsible

Johathan Davis

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation of completed professional development/ Evidence of strategies in classrooms

G2. Decrease the number of students who miss 10% or more days of school within the school year. (Kinder through 8) **1a**

 G069221

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	71.0

Resources Available to Support the Goal **2**

- District MTSS attendance support
- Attendance incentives class wide
- Attendance incentives to students
- Deliver information to instructional staff and parents about the importance of attendance.

Targeted Barriers to Achieving the Goal **3**

- Parental issue - won't/can't bring student to school

Plan to Monitor Progress Toward G2. **8**

Monthly MTSS attendance meetings utilizing data to drive strategies to increase attendance

Person Responsible

Johathan Davis

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Focus Attendance Reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase reading and math proficiency in our T2, T3 and ESE students by 10% on STAR. **1**

 **G069220**

G1.B6 Deepening the knowledge of standards and implementation withing the classroom **2**

 **B180083**

G1.B6.S1 We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement withing the classroom setting, specifically with ESE, T2 and T3 students.. **4**

 **S191355**

Strategy Rationale

Providing professional development such as Math Solutions and Core Connections as well as PLC training will deepen the teacher knowledge of math standards and rigor.

Action Step 1 **5**

Professional Development will be offered to teachers to help them effectively teach the Florida Standards.

Person Responsible

Johathan Davis

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Growth on STAR Progress Monitoring.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom walk throughs will be conducted to ensure best practices are being used while teaching the ELA and Math Florida Standards .

Person Responsible

Johathan Davis

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The Leadership team will conduct walk throughs and collect anecdotal evidence from classroom walk throughs. We will also look at STAR reports to see that students are meeting the standards.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

The Leadership, PST Team, and teachers will analyze data to see that students are making gains in both reading and math.

Person Responsible

Johathan Davis

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016


Evidence of Completion

We will look at benchmark assessments as well as STAR assessments to see that students are improving in the areas of reading and math.

G2. Decrease the number of students who miss 10% or more days of school within the school year. (Kinder through 8) **1**

 G069221

G2.B1 Parental issue - won't/can't bring student to school **2**

 B180084

G2.B1.S1 Education for parent regarding importance of attendance and it's effect of student performance and gains. Incentives to the student and class for good or increased attendance. **4**

 S191356

Strategy Rationale

Systematically identifying students with poor attendance and educating the parent proactively along with positive reinforcement to the student.

Action Step 1 **5**

Monitoring of Attendance Data using the ESW information to identify students and meet with families and teachers.

Person Responsible

Johathan Davis

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

EWS and Focus reports. Truancy meetings

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

Bi weekly meetings with data entry to ensure monitoring is taking place. Attendance concern referral forms.

Person Responsible

Johathan Davis

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitoring of attendance rate of identified students through EWS and Focus.

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

Focus report monitoring 10% or more comparative to the school year to follow MTSS attendance protocol.

Person Responsible

Johathan Davis

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Decrease in students missing days of school

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.B6.S1.A1	Professional Development will be offered to teachers to help them effectively teach the Florida Standards.	Davis, Johathan	8/24/2015	Growth on STAR Progress Monitoring.	6/9/2016 monthly
G2.B1.S1.A1	Monitoring of Attendance Data using the ESW information to identify students and meet with families and teachers.	Davis, Johathan	8/24/2015	EWS and Focus reports. Truancy meetings	6/9/2016 monthly
G1.MA1	Professional Development to improve instructional strategies	Davis, Johathan	8/24/2015	Documentation of completed professional development/ Evidence of strategies in classrooms	6/9/2016 monthly
G1.B6.S1.MA1	The Leadership, PST Team, and teachers will analyze data to see that students are making gains in both reading and math.	Davis, Johathan	8/24/2015	We will look at benchmark assessments as well as STAR assessments to see that students are improving in the areas of reading and math.	6/9/2016 every-6-weeks
G1.B6.S1.MA1	Classroom walk throughs will be conducted to ensure best practices are being used while teaching the ELA and Math Florida Standards .	Davis, Johathan	8/24/2015	The Leadership team will conduct walk throughs and collect anecdotal evidence from classroom walk throughs. We will also look at STAR reports to see that students are meeting the standards.	6/9/2016 weekly
G2.MA1	Monthly MTSS attendance meetings utilizing data to drive strategies to increase attendance	Davis, Johathan	8/24/2015	Focus Attendance Reports	6/9/2016 monthly
G2.B1.S1.MA1	Focus report monitoring 10% or more comparative to the school year to follow MTSS attendance protocol.	Davis, Johathan	8/24/2015	Decrease in students missing days of school	6/9/2016 monthly
G2.B1.S1.MA1	Bi weekly meetings with data entry to ensure monitoring is taking place. Attendance concern referral forms.	Davis, Johathan	8/24/2015	Monitoring of attendance rate of identified students through EWS and Focus.	6/9/2016 biweekly

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. Increase reading and math proficiency in our T2, T3 and ESE students by 10% on STAR.

G1.B6 Deepening the knowledge of standards and implementation withing the classroom

G1.B6.S1 We will provide professional development to instructional staff to support an increased knowledge of current standards and how to implement withing the classroom setting, specifically with ESE, T2 and T3 students..

PD Opportunity 1

Professional Development will be offered to teachers to help them effectively teach the Florida Standards.

Facilitator

Math and Literacy Coaches and District Trainers

Participants

ESE and Regular Education Teachers and ELL Support Staff

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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