Bagdad Elementary School

2015-16 School Improvement Plan

Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

http://www.santarosa.k12.fl.us/schools/bes/

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

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

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 Santa Rosa 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
Focus	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Bagdad Elementary to provide an environment where teachers feel empowered to continuously develop their skills in order to help students develop personal skills, academic skills, cooperative interactions with others, and become leaders.

Provide the school's vision statement

At Bagdad Elementary we believe:
*All students can learn and should be valued as unique individuals
*Relationships must be at the core of everything we do
*It takes all stakeholders working together to provide the best education for our students
*It is our responsibility to provide a safe, healthy, and caring environment
*Instruction should be based on grade level standards, data driven, with teachers using a variety of teaching methods to meet needs and challenge students to do their best
*The education we provide must promote responsible behavior so that the student will become a responsible citizen
*Learning is a life long process

School Environment

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

Each year all staff members participate in Poverty Training We also share the information about our homeless students and the programs offered by Santa Rosa District Schools. We provide parent involvement activities to encourage family involvement in a child's education. By working closely with our parents, we have the opportunity to learn about needs that could be affecting the students' educational success.
Our goal is to develop school teams that collaborate to improve performance and strengthen positive outcomes for students and staff.

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

Student safety is a high priority at Bagdad. We understand that students must feel safe to be able to learn at the highest potential. We use name cards at the parent pick up and drop off areas. We have monthly fire drills using main and secondary routes. We also have lockdown, shelter in place, and tornado drills each year. We instruct students on what to do in case an emergency arises in the classroom. We review safety rules for PE and the bus. We have a safety committee who meets a minimum of 4 times a year. Our ESE teachers, paras, and administrative staff have all been trained in CPI to help de-escalate students. We are a model PBS school and focus on positive behaviors. We recognize students for behaviors that go above and beyond with Buddy Bucks. We have monthly recognitions for those students who have earned buddy bucks.

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

PBS expectations are taught to all students via classroom teachers and ITV:
*Be on time and ready to learn each and every day
*Always have a positive attitude, its the Bagdad way
*Respect yourself and others and do you bulldog share
*Kindness to others is good and shows that you care.
PBS rewards are given for students earning Buddy Bucks. Our PBS committee meets monthly to review data and make plans and/or decisions. Our school discipline plan is shared with students and parents. Our goal is to reduce the number of students who are removed from school due to discipline issues.

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

We provide a variety of services for those students identified as needing counseling or mentoring. We have the following people/processes to help identified students. Listed below are some of the people involved in this process:
*Certified School Counselor full time
*Referral to CDAC counselor for additional counseling for students in need
*Men In Action mentoring program for identified 5th grade students
*MTSS processes
*Involvement of the school psychologist
*Military Counselor for students whose parents are active duty
*District staff who serve as crisis team or work with students with severe behavior issues who are available to observe and/or provide support
*Retired ESE teachers come consistently to provide support for identified 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

At Risk reports from SMART are reviewed each nine weeks by the leadership team.
Assistant Principal Sapp monitors attendance for all classes on a consistent basis.
Students scoring level 1 or 2 on the previous end of the year assessments in reading receive additional interventions provided by a classroom teacher or trained paraprofessional. Students who scored
level 1 or 2 in math who are not also level 1 in reading, receive additional remediation as well..
Students identified as the lowest students in grades K-2nd receive additional help from our AIS.
Tier 1 Academic Interventionists work with students identified as struggling at all grade levels.
Tier 1 Academic Interventionists work with teachers to identify and provide professional development on teaching strategies that are best practices.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	8	12	12	33	0	68
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	12	33	47
Retained	0	8	8	12	10	3	41
Homeless	1	3	1	2	1	0	8
ELL	1	1	4	2	0	0	8

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	4	3	16	8	59	92

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

The following list indicates various services that may be implemented to help identified students improve the performance in academic and/or social/emotional areas:
after school tutoring
sessions with interventionists
computer-based programs (Fast ForWord, READ 180, I Ready, Imagine Learning, My Reading Coach)
referral to MTSS team
moving student to another teacher/grade for enrichment or remediation
individualized schedule based on the student's needs
consistent parent conferences on a regular basis
develop IEP as data directs
capturing kids hearts strategies

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/179002.

Description
A PIP has been uploaded for this school or district - see the link above.

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

During 2014-2015, local businesses were contacted requesting a partnership with Bagdad Elementary School. Several provided monetary donations or reward items to be used as deemed appropriate. Some partnered with us to provide school supplies. Some businesses provided staff who serve as mentors, volunteers, and tutors. Community members also serve as SAC members. Businesses that support our school are recognized by listing their names on our Partners in Education sign, Boosters Newsletter, and in our Bulldog News.

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
Baxley, Daniel	Principal
Sapp, Tiphanie	Dean
Alexander, Stephanie	Instructional Coach
Taylor, Melissa	Psychologist
Roberts, Tamara	Guidance Counselor

Duties

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

Mrs. Alexander, Mrs. Busbee, Mrs. Dillard, and Mr. Strumeyer serve on the leadership team as interventionists and reading coach. They review data, identify strengths and weaknesses, model lessons for teachers, and work with small groups of students as appropriate. Mrs. Thomas serves as our AIS providing reading support to K-5th grade teachers. She works with the lowest identified students in grades K-2nd. The reading coach, interventionists, and AIS provide professional development for staff. They also provide activities to help parents become better equipped to work with their children at home. Mrs. Sapp and Mrs. Wright have a daily role in monitoring student attendance, discipline, PBS and MTSS process.

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 leadership team meets every 2 weeks to review data, share concerns about students, discuss plans for the interventionists to provide support for the teachers and students, and recognize the positives that have occurred in classrooms or with particular students. We identify and develop strategies to share with staff based on needs. During our meetings we can share professional readings that individuals may have done that impact our schools, discuss latest trends, software programs that are available, or other materials that we may need to consider for purchase.
Our MTSS process allows us to look at our core instructional program and identify students who are not reaching proficiency and need interventions. In addition to the members of the leadership team,

the following people are included on our core MTSS team: school psychologist, ESE teacher, and classroom teacher. All students scoring level 1 or 2 on the previous year's testing receive triple iii intervention. The classroom teacher completes the first page of the MTSS paperwork and meets with the parent during the first 9 weeks of school. If a child is showing adequate progress no other documentation is required. This form is filed in the student's cum folder at the end of the year.

If there are students who were not level 1/2 or who might be new to the school who are of concern to the teacher then we have a process where the teacher completes a form that is then given to Mrs. Wright, guidance counselor. The form indicates the teacher's concern and allows Mrs. Wright to coordinate with the appropriate personnel. During the initial meeting, the teacher shares the concerns, what has been tried with the student, and the contact that has already occurred with the parents. If the first page of the MTSS process has not been completed, it is done at this time. The team decides on the hypothesis of why the child is struggling and interventions that will be put in place. Specific dates are designated for process monitoring with a follow up meeting scheduled to monitor the student's performance. This information is shared with parents. The data from the intervention is collected and graphed by our school psychologist on a regular basis. At the follow up meeting, parents are present and data from the intervention is shared. Based on the child's performance, decisions are made as to whether progress is being made. If progress is noted, the intervention will continue. If progress is not seen, the intervention may be adjusted or a new intervention may be implemented. Once again, specific dates for progress monitoring are scheduled and a follow up meeting is scheduled. During this process diagnostic testing may occur after permission has been granted from the parent. At the next meeting, the team (including parents) makes decisions based on the data. If the child is not demonstrating improvements, Tier 3 interventions may be put in place. The process of progress monitoring Tier 3 interventions begins weekly. If data indicates child is not making adequate progress, further testing may occur to determine ESE eligibility. The results from testing will be shared with the parents at a meeting scheduled by our ESE liaison and determination of eligibility for ESE.

If it is believed the student is struggling due to truancy, the steps would first include strategies to try and improve attendance. This might include parent conferences to reinforce the need for better attendance, truancy plan being developed, and finally referral to truancy court.

Should the team feel emotional issues are the contributing factors, a referral could be made to our CDAC counselor. The goal of our MTSS team is to look at each child on an individual basis and provide any interventions we have available to help the student be successful in school.

This year we plan to hire a sub on the Wednesday when we have review meetings to better accommodate parents and provide adequate time for the meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Clive Knights	Business/Community
Anna Ratliff	Business/Community
Kerrie Densman	Parent
Alan Sapp	Parent
stephanie Jacobsen	Teacher
Kimberly Currie	Teacher
Pam McNair	Education Support Employee
John Graves	Business/Community
Joyce Richards	Parent
Jonathan Austin	Parent
Margaret Slack	Parent
Trista Christopher	Parent
Ronda Curtis	Teacher
Larry Brewton	Business/Community

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

At each SAC meeting the goals and activities included in the plan were reviewed and discussed. Ideas from the members were discussed. The end of the year report was written reviewing the data to determine if goals were met. During the summer, parents were invited to review the plan and suggest ideas for the SIP for the 14-15 school year.

Development of this school improvement plan

The template was shared with members of the SAC and each member was encouraged to share their ideas about barriers and ways to overcome the barriers. The items listed in the SIP are reviewed at monthly meetings and can be edited as needed throughout the school year.

Preparation of the school's annual budget and plan

The majority of the money Bagdad receives for the school based budget is allocated for copiers, with set amounts given to media, guidance, and administration for materials needed for daily operations. Each section of the budget is reviewed and changes made according to the needs of the school. The budget is reviewed with a question and answer time by the SAC and then voted on by SAC members.

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

We did not receive any SIP money until the summer of 2014. Stakeholders requesting money from school improvement funds complete a request form for discussion and review by the SAC.
The following is a list of expenditures for 2013-14:
stipends for grade level chairs to attend summer planning meeting 290.70
maintenance for school radios (walkie talkies) 600.00
breakfast for students taking the FCAT who are not on free status 158.25

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
Alexander, Stephanie	Instructional Coach
Strumeyer, Jeff	Other
Thomas, Vicki	Other
Shortall, Allison	Teacher, K-12
Savage, Jahna	Teacher, K-12
Childers, Michelle	Teacher, K-12
Drummond, Shannan	Teacher, ESE
Rader, Laura	Teacher, K-12
Ruedy, Lori	Teacher, K-12
Wade, Lydia	Instructional Media
Baxley, Daniel	Principal
Melton, Latasha	Teacher, K-12
Young, Alma	Paraprofessional
Weaver, Jennie	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

Our literacy committee/team meets monthly to plan activities and look at data to make decisions about professional development. During the meeting, time is spent reviewing strategies or best practices with discussions taking place between the members. Members serve as the liaison for their grade levels. They are able to share information from other members of their grade level with the committee. This helps everyone feel they have a part in the decisions that are made relating to literacy.

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

The master schedule is developed with common planning time for all grade levels. Designated times are built in to provide time for weekly grade level meetings, monthly data meetings, committee meetings, and professional learning communities. One 14-15 SIP goal was to build a more collaborative framework so staff members will discuss how instructional time can best meet the needs of students. This focus on relationships will continue into 15-16.

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

Each school principal will work with the district's recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. This includes highly qualified minority applicants and those in critical shortage areas.

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

Santa Rosa district schools have a mentoring program for all new teachers. Each new teacher participates in a year long program (POP) which provides them with a grade level peer, other peer, and building level administrator. This group of people observe the teacher a minimum of 2 times each and provide feedback on strengths, weaknesses, and suggestions for strategies to improve teaching. The mentors can also suggest professional development and model strategies.
Teachers who are new to Bagdad might be given a grade level person to serve as a mentor. The mentor can assist the new teacher with understanding the school's climate, community, and answer questions they may have. Should the teacher demonstrate weaknesses or areas of concern, the mentor can provide support.
The mentoring activities are based on the needs of the teacher, but might include classroom management, understanding of the Florida standards, best practices, or building relationships.

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 teachers provide lessons that are based on the Florida Standards. State adopted text books and workbooks are used in all classrooms. Our ESE students identified as taking FAA are also taught using curriculum approved by the state of Florida. Teachers attend professional development focused on learning/implementing Florida Standards into all aspects of the curriculum.

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

Our MTSS leadership team meets consistently, per district guidelines, to review data, share concerns about students, discuss interventions, and note the many positives occurring across the campus.
Our MTSS process allows us to examine our core instructional programs and identify students not reaching proficiency and need interventions. After students are identified the team uses the problem solving method to hypothesize various reasons for the gap in performance and to identify appropriate interventions to narrow the gap.
Each group and/or student that are provided additional interventions are consistently monitored for acceptable progress. Adjustments to instruction are made as deemed appropriate based upon an analysis of progress monitoring data in the SMART MTSS system.
The goal of MTSS is to provide available interventions that help the student become proficient .

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: 1,440

Struggling students are encouraged to participate in extended day tutoring.

Strategy Rationale

Providing additional time for direct instruction is a research-based strategy that can improve the rate of learning if delivered with fidelity.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sapp, Tiphanie, sappt@mail.santarosa.k12.fl.us

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

pretest and posttest during tutoring
computer based programs that are used during tutoring will be monitored
teacher created assessments

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

Opportunities are offered for both parents and children to prepare for the transition from Pre-Kindergarten programs, day cares, and home care to the elementary school environment. These opportunities are designed to answer the questions and ease the anxiety of parents, and to introduce children to the nurturing elementary school environment. Orientation activities for families include:
• Kindergarten Transition Workshop
• Classroom activities including: books, videos and art projects about going to kindergarten
• Classroom visits from kindergarten teachers (to read a book about going to kindergarten)
• Pre-Kindergarten class visits to a kindergarten classroom
• School Orientation Day for parents and children to visit the school and become familiar with drop off/pick up areas, classroom locations, media center, cafeteria, sign in and safety procedures and a chance to meet teachers and staff, etc.
During the summer we meet with the receiving middle schools of our 5th grade students and provide information about academic levels, students at risk, and other information that will help the transition to middle school.

College and Career Readiness

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

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

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

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

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.   Stakeholders will receive applicable professional development in high yield strategies, resulting in increased student performance. Barrier: Lack of understanding of how to effectively implement high-yield strategies

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. Stakeholders will receive applicable professional development in high yield strategies, resulting in increased student performance. Barrier: Lack of understanding of how to effectively implement high-yield strategies `1a`

Targets Supported `1b`

`G070158`

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal `2`

- District staff
- Data tracking system- SMART
- Title I funds
-

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of how to effectively implement high-yield strategies

Plan to Monitor Progress Toward G1. `8`

Discovery Education Assessment and FSA Reading data will be collected to gauge the impact of instructional adjustments made as a result of PLC implementation.

Person Responsible

Tiphanie Sapp

Schedule

Quarterly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Minutes of MTSS Leadership team meetings referencing specific Discovery Education Assessment and FSA Reading data.

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. Stakeholders will receive applicable professional development in high yield strategies, resulting in increased student performance. Barrier: Lack of understanding of how to effectively implement high-yield strategies 1

🔑 G070158

G1.B1 Lack of understanding of how to effectively implement high-yield strategies 2

🔑 B182629

G1.B1.S1 PLC's (collaborative planning) 4

🔑 S194374

Strategy Rationale

Focused discussions with experienced colleagues builds relationships and expertise

Action Step 1 5

Data will be analyzed to identify areas of focus for Professional Learning Communities (PLCs)

Person Responsible

Daniel Baxley

Schedule

On 10/2/2015

Evidence of Completion

Academic performance, attendance, behavior, staff/community survey data will be considered

Action Step 2 `5`

Upon analysis of the data, staff will consider areas to research and form PLCs.

Person Responsible

Tiphanie Sapp

Schedule

On 9/4/2015

Evidence of Completion

PLC rosters and meeting agendas

Action Step 3 `5`

Goals and a year-long meeting schedule will be established by each PLC.

Person Responsible

Daniel Baxley

Schedule

On 10/2/2015

Evidence of Completion

Each PLC will submit a goal and their schedule to the school administration.

Action Step 4 `5`

Each nine weeks the school administration will meet with each PLC to discuss status, learning goals, and seek insight on school improvement.

Person Responsible

Daniel Baxley

Schedule

Quarterly, from 10/9/2015 to 6/3/2016

Evidence of Completion

PLC minutes

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

The administration will advise the school's MTSS Leadership team and SAC of the status, progress, and suggestions of each PLC during the school year.

Person Responsible

Daniel Baxley

Schedule

Quarterly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Minutes of the MTSS Leadership team meetings and SAC minutes indicating delivery of the PLC information.

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

The school administration will advise the PLC's of any recommendations from the MTSS Leadership team and/or SAC in respect to the reviews.

Person Responsible

Daniel Baxley

Schedule

Quarterly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Minutes of each PLC meeting

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Data will be analyzed to identify areas of focus for Professional Learning Communities (PLCs)	Baxley, Daniel	7/20/2015	Academic performance, attendance, behavior, staff/community survey data will be considered	10/2/2015 one-time
G1.B1.S1.A2	Upon analysis of the data, staff will consider areas to research and form PLCs.	Sapp, Tiphanie	8/10/2015	PLC rosters and meeting agendas	9/4/2015 one-time
G1.B1.S1.A3	Goals and a year-long meeting schedule will be established by each PLC.	Baxley, Daniel	9/14/2015	Each PLC will submit a goal and their schedule to the school administration.	10/2/2015 one-time
G1.B1.S1.A4	Each nine weeks the school administration will meet with each PLC to discuss status, learning goals, and seek insight on school improvement.	Baxley, Daniel	10/9/2015	PLC minutes	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Discovery Education Assessment and FSA Reading data will be collected to gauge the impact of instructional adjustments made as a result of PLC implementation.	Sapp, Tiphanie	10/30/2015	Minutes of MTSS Leadership team meetings referencing specific Discovery Education Assessment and FSA Reading data.	6/10/2016 quarterly
G1.B1.S1.MA1	The school administration will advise the PLC's of any recommendations from the MTSS Leadership team and/or SAC in respect to the reviews.	Baxley, Daniel	9/25/2015	Minutes of each PLC meeting	6/3/2016 quarterly
G1.B1.S1.MA1	The administration will advise the school's MTSS Leadership team and SAC of the status, progress, and suggestions of each PLC during the school year.	Baxley, Daniel	9/25/2015	Minutes of the MTSS Leadership team meetings and SAC minutes indicating delivery of the PLC information.	6/3/2016 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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Data will be analyzed to identify areas of focus for Professional Learning Communities (PLCs)	$0.00
2	G1.B1.S1.A2	Upon analysis of the data, staff will consider areas to research and form PLCs.	$0.00
3	G1.B1.S1.A3	Goals and a year-long meeting schedule will be established by each PLC.	$0.00
4	G1.B1.S1.A4	Each nine weeks the school administration will meet with each PLC to discuss status, learning goals, and seek insight on school improvement.	$0.00
		Total:	$0.00