St. Lucie Public Schools

Allapattah Flats K 8

2015-16 School Improvement Plan

Allapattah Flats K 8

12051 NW COPPER CREEK DR, Port St Lucie, FL 34987

http://www.stlucie.k12.fl.us/apf

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	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 St. Lucie 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

The mission of Allapattah Flats is to develop partnerships and maximize resources to create opportunities for learning beyond the classroom. We will provide quality instruction to facilitate academic, emotional, and social growth. We will seek to be innovators, embrace change, and continually evolve in order to guide students in recognizing and maximizing their personal struggles and interests and utilize them as pathways to a successful future.

Provide the school's vision statement

Allapattah Flats vision is to become a center of learning that extends beyond the schoolhouse doors, where students are able to articulate future goals and actively work towards those goals as independent learners fostered through a student centered and caring environment.

School Environment

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

This is APF's third year of Kids at Hope implementation. Last year we conducted a survey to track students' ACES and collect data about students' future destinations. We plan to use the SLC ACES tracking system to track progress and monitor caring adults relationships with students. In addition, we plan to conduct more professional development sessions to reteach beliefs and strategies related to Positive Behavior Supports, CHAMPs and KAH. We have scheduled events throughout the year to teach students and staff about Home and Family, Education and Career, Hobbies and Recreation, and Community and Service.
Sheri Reichard and Georgia Carey, School Counselors, will host events like Student Gator of the Month, Goodies with Grandparents, Dads and Donuts, Parents and Pastries and Moms and Muffins to provide an opportunity for family learning about school programs and community support. Furthermore, school counselors have created a group called Glad You're Here! with the purpose of increase attendance for students who fall below the 90% of attendance rate.
School Psychologist, Catherine Hedtke, met with every grade team to teach RtIB procedures and routines. These include assisting students to create behavior contracts with personal goals.

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

ALL staff are trained in the Kids at Hope philosophy, including bus drivers. We support the philosophy that every person on campus is responsible for the well-being of students, psychologically, physically and academically. We train our bus drivers; those individuals that have the first point of contact with students from their home, and provide support to ensure they have the tools to treat students as we believe they should. We build relationships with families so that the school becomes a support to families should home circumstances drain the available resources. We maintain a parent room and provide personalized counseling in which we can connect families to outside agencies to support healthy homes. We maintain a pantry, and provide "Gator Grace Packs" to students who are homeless or experiencing food insufficiency and provide support with clothing when needed. We make it known to students that they can seek assistance in a confidential and respectful way and ensure that confidentiality is maintained.

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

APF implements CHAMPs and PBIS. Grade levels have common expectations for behavior in the areas of whole group instruction, small group instruction, hallway, cafeteria, PE, bus/transportation, voice levels, etc. These expectations are printed on posters in classrooms and throughout the school. The deans use progressive discipline along with SLC Code of Conduct to assign consequences to negative behaviors. We also utilize a Behavior Intervention Classroom and Project Rock to provide students with the opportunity to complete work and reflect while serving their consequence.

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

School counselors created a teacher referral form for students who may need counseling. The Bullying Curriculum will be taught in classrooms throughout the school year. We have designated weeks during the year for Anti-Bullying Activities and School Spirit. APF's Elementary Counselor has scheduled to visit classrooms during the year to teach lessons related to kindness, bullying, friendship, getting along with others, test tasking, and transitioning to middle grades. Both counselors submit referrals for Mental Health Collaborative, High Hopes and Hospice. Problem solving team meetings are conducted regularly to initiate a plan of action that address academic and behavioral/ emotional needs. Ms. Carey will collaborate with Students Working Against Tobacco and Too Good for Drugs, host Pod Assemblies, monitor the Middle School Journey Stay on Track for HS, facilitate Check-in/Check-out, and work with the Project Success counselor and Graduation Coach.

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

Allapattah identifies students through an early warning indicator report and through the MTSS process. We use the RTI B process to identify interventions and monitor the use of those interventions.
Monthly meetings are held to monitor student attendance. Teachers notify the attendance clerk with any attendance concerns as we begin to pull names for the monthly meetings. Administration, guidance, the attendance clerk, ESE Specialist and school social worker meet to discuss students with attendance concerns and come up with an action plan to address each student's needs. School guidance counselors also have implemented "welcome back" groups that meet daily with individual students to positively reinforce the students for being present in school.
Allapattah's Dean's office routinely pulls referral data to monitor for high risk students. We work to put RTI B interventions in place for those students with multiple discipline referrals.
Failure is addressed at Allapattah through our Credit Retrieval programs and after school tutoring. We work to get all students caught up with any missing courses or failed courses before they reach the end of the school year so they can be promoted on to the next grade level. We do credit and grade checks at each progress reporting window and each report card window so we can immediately address any students with failing grades and put them on the appropriate track to make up the needed credits.
Students scoring below proficiency in Reading or Math on an identified assessment are identified prior to the start of the school year and placed into classes and interventions accordingly. All students below proficiency on the Reading assessment are assigned to Intensive Reading courses where they can remediate their reading skills. Students below proficiency in math are being placed in math intervention groups which will utilize the Think Through Math program to remediate and review skills.

We will also utilize our math teachers during this intervention time to provide intensive instruction to students needing it the most.
We closely track the academic performance of students throughout the year and provide immediate intervention should we see grades fall below "C" level. We assign academic mentors who will meet with students to provide guidance and frequent monitoring of school work to prevent students from falling to "D" or "F". We have adopted a culture of success for students and provide intervention that works for most students. We have a part-time promotion coach that tracks early warning system data and holds motivational meetings with students to help keep them on track. All middle school students track their own credit progress on a card designed for them to utilize from grades 6 - 8 so they not only understand the requirements but can see the progress they are making toward an end goal. Students maintain this information in Student Led Conference Binders so that they are able to share their "on-track" progress during conferences.

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	1	4	10	16	5	23	10	22	36	127
One or more suspensions	1	1	4	6	1	11	12	11	27	74
Course failure in ELA or Math	0	0	0	0	1	0	1	5	8	15
Level 1 on statewide assessment	0	0	0	0	6	15	20	22	23	86
Retentions	1	0	0	12	9	17	9	13	18	79

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	6	7	8	
Students exhibiting two or more indicators	1	1	2	6	6	22	18	28	33	117

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

Our RTI B team meets regularly to identify students at risk and to monitor interventions already in place with students. Teachers are able to refer students to the PST (problem solving team) at any time if they have concern with a students academic progress or behavior. Referrals go through the PST process to identify needs and look at underlying causes for the behaviors. They work to put appropriate interventions in place and set up an action plan for monitoring progress.
School guidance counselors have implemented "welcome back" groups that meet daily with individual students to positively reinforce the students for being present in school. School social worker has made home visits and made referrals to CinsFins as needed to focus on student attendance.
All students below proficiency on the Reading assessment are assigned to Intensive Reading courses where they can remediate their reading skills. Students below proficiency in math are being placed in math intervention groups which will utilize the Think Through Math program to remediate and review skills. We will also utilize our math teachers during this intervention time to provide intensive instruction to students needing it the most.
We have also implemented 100 Book Challenge to increase the amount of time students spend reading both fiction and informational texts at their independent reading levels. This allows for access to reading materials as well as conferencing time to meet with teachers and discuss reading skills, while motivating students to enjoy reading.

Students with repeated disciplinary concerns have been identified for intervention groups with deans or for one on one check in - check out systems to individually track behavior and motivate positive choices.
School guidance counselors also work with social skills groups to help with behavioral concerns and provide alternate strategies to students who are struggling in the classroom or school.
Allapattah is working to set up a Kids at Hope "Aces" tracking system so that each student can be paired up with a mentor to promote positive choices and address any concerns on a regular basis. This will also allow for tracking of academic performance and motivate students to increase their level of achievement.

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/181272.

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

Local Community Partnerships are developed to support the needs of students and the school community. We do this through personal solicitation of local business owners, service providers and non-profit organizations. We extend invitations to participate in an advisory capacity as a member of our School Advisory Council. We maintain and recognize partnerships in digital and print publications of our school. Some partnerships include field trips to appropriate locations, organizations providing student incentives, student mentoring/sponsoring and parent resources. We provide opportunities for partners to participate through educational programs presented to parents, students and staff. We believe that partnerships enhance student achievement.

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
Jay, Kimberly	Principal
Rodriguez, Ana	Assistant Principal
Reichard, Sheri	Guidance Counselor
Wilson, Rebecca	Instructional Coach
Davis, Keith	Assistant Principal

Duties

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

The school's leadership team consists of both vertical and horizontal alignment. This group meets bi-weekly to set goals, prioritize initiatives, initiate action plans and reflect upon achieved results. The interests of each constituent group are represented by one of the leadership team members. An interest-based decision making model is utilized to reach collaborative decisions through consensus.

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

Administrators recommend and assign personnel to positions based upon the best match of instructional proficiency and student population utilizing observation data, performance evaluation detail data and individual deliberate practice plans of instructional staff. Curricular decisions are made based upon student performance results, quality of instructional craft, Florida State common standards, District Comprehensive Plans and state and district approved resources.
Title 1 funds are budgeted for those resources and initiatives that have been identified through the collaborative work of a variety of school improvement functions and teams. Student achievement data drives the process of root cause analysis, problem definition and strategy identification. Resources to meet those needs are determined by committee and agreed upon through consensus.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberly Jay	Principal
Nicholas Spagnuolo	Teacher
Richard Miller	Parent
Sandra Miller	Parent
Georgia Carey	Education Support Employee
Mallory Ziegler	Teacher
Karla Springer	Education Support Employee
Brittany Brinker	Education Support Employee
Vicki Walters	Education Support Employee
Karen Kozac	Business/Community
Dee Bowen	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

The SAC monitors school performance against the school improvement plan throughout the course of the school year. Once summative results are returned, SAC reviews performance and the root cause analysis performed by school achievement teams. Recommendations of new goals, strategies and/or resources of staff are made to the SAC along with a draft school improvement plan for the upcoming year. SAC serves in an advisory capacity to either ratify or make counter recommendations. Once the school improvement plan is crafted with input from all parties, the SAC ratifies the plan prior to submission.

Development of this school improvement plan

Summative student achievement results are received, disaggregated and communicated to all stakeholders. Detailed data reports are reviewed by teams of teachers who note strengths and opportunities. Teams conduct root cause analysis and define a problem statement. The leadership team reviews all problem statements and recommends strategies for improvement. Goals are established and incorporated into the school improvement plan. Once the school improvement plan is crafted with input from all parties, the SAC ratifies the plan prior to submission.

Preparation of the school's annual budget and plan

The school budget is determined at the district level and allocated the the school based upon student population. The expenditure of funds is driven by the school improvement plan and providing a safe and caring school.
Use of discretionary funds is determined in collaboration of the school leadership team which includes administrators and teachers.

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

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
Wilson, Rebecca	Instructional Coach
Rodriguez, Ana	Assistant Principal
Davis, Keith	Assistant Principal
Jay, Kimberly	Principal

Duties

Describe how the LLT promotes literacy within the school

LLT monitors fidelity of implementation of the comprehensive literacy plan at the school level. It determines special events and initiatives that support student achievement and parent understanding and support of literacy. The LLT meets with teachers to provide support for ELA instruction.

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 staff has agreed to meet weekly to collaboratively plan and reflect on student work as an instructional team unit. In addition to regular planning time, at least one day per quarter has been allocated for teams to create high quality common assessments and map curriculum. Focus calendars drive planning throughout the quarter with emphasis on reflection upon student work and redesign of work to reach more students. Teachers will collaboratively reflect on common assessment outcomes to plan future units of instruction.

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

The assistant principal was a member of an out-of-state recruiting team designed to attract qualified candidates to the district/school. The school has a clearly defined development plan to assimilate new teachers to the school/district and provides support throughout the first two years of employment. Instructional staff are utilized as trainers, thus increasing the career ladder of the teacher and builds capacity among the staff to self perpetuate instructional competency. We make every effort to hire only certified-in-field teachers who are effective based upon performance evaluations. As part of the interview process, teachers must be fluent in assessing their own performance through the veil of student achievement and evolved reflective practice.

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

We have a two year mentor program for every teacher new to our school. Pairings are made based upon instructional content, school geography and personality. Mentoring activities focus upon those areas that enhance instructional competency and quality instruction. Participants meet in a formal setting one time per month where planned professional support/development is delivered. Informal meeting occur on a

weekly basis between mentor and mentee. In addition to formal meetings, participants are released for a series of structured observation visits and participation in instructional rounds.

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

Florida Standards are the basis for all instructional programs and materials utilized in all core programs. We ensure alignment through monitoring of planning instruments, review of assessments, observation data and reflection.

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

We utilize data in many ways. The process is cyclical, but for this purpose we will start with the baseline comprehensive assessment data. Comprehensive Assessment data is disaggregated to the grade level, teacher, subgroup level and then by individual student to determine student current academic levels. Teams and individual teachers identify problem statements from which they focus their personal profession development, and they identify academic goals and strategies for the upcoming year.
Teaches also create content focus calendars to pair current student need with the "time on standard". Teachers collaboratively plan all assessments prior to lesson planning, including formative and summative assessments for each unit of study. Teachers progress monitor student achievement throughout the unit collaboratively to best calibrate student mastery standards.
Data is used to develop daily leveled groups for differentiated reading and math instruction. Groups and fluid and change based on student needs.
Where a gap exists between student performance and expectations, remediation interventions are applied. More frequent progress monitoring occurs through this process so that when limited or no progress is noted, the intervention can be altered in an effort to find the right intervention to meet the needs of each student.

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: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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 embrace a philosophy that says "we will leave no stone unturned" to keep students on track to transition with peer cohorts. Administrators track grade books and monitor teacher reporting of students who may be falling behind as early as possible. We require referrals so that students are not permitted to fail a class until we have pulled out every resource we have -- once a child falls behind it is much more difficult to bridge the gap. We provide academic, motivational and attendance incentives to relentlessly work with students as they persevere to meet academic requirements.
Our students receive practice in "time travel" to explore their future destinations. We then work with students to identify what they need to do to reach those goals and dreams. We introduce students to the requirements of middle school (in elementary) and high school (in middle grades). Our middle school teams are named after colleges in the state so that college becomes a familiar place. This year we will take our sixth grade students on a field trip to visit some of our high schools so that they become focused on HS throughout middle school. Our seventh grade students will visit our local state college, and they will participate in a local restoration of oyster bed project which supports a community effort at "saving the Indian River Lagoon" in which they are working with local scientists. Our eighth grade students will visit a state university to set them up for increased focus as they transition to high 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

Not required:
Indian River Lagoon oyster bed restoration project.

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

Industry certification available in Microsoft Word, Excel and PowerPoint.

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. Implement with fidelity, standards based instruction, which includes higher order questioning and tasks, depths of knowledge, and progress monitoring of student achievement embedded in collaborative planning in order to increase the percentage of students meeting proficiency standards.

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. Implement with fidelity, standards based instruction, which includes higher order questioning and tasks, depths of knowledge, and progress monitoring of student achievement embedded in collaborative planning in order to increase the percentage of students meeting proficiency standards. 1a

G071049

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- Math Coach and Instruction Coach are available for instruction, modeling, observation, coaching or review of resources.
- Tier 2 intervention will be implemented for students at the lowest levels of proficiency for reading and math.
- Think Through Math will be utilized for additional practice and review of math skills.
- Professional development opportunities will be provided to address how to increase rigor in math lessons.
- Interventionist is available to provide Tier 2/3 interventions for reading and math.

Targeted Barriers to Achieving the Goal 3

- Collaborative planning time and structure.
- LAFS and MAFS need to be unwrapped to understand the complexity, rigor, content limits. and misconceptions.

Plan to Monitor Progress Toward G1. 8

Common unit assessments and data reflection will be monitored throughout the year.

Person Responsible
Kimberly Jay

Schedule
Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion
Common assessments, data reflections, comprehensive data, unit assessment 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. Implement with fidelity, standards based instruction, which includes higher order questioning and tasks, depths of knowledge, and progress monitoring of student achievement embedded in collaborative planning in order to increase the percentage of students meeting proficiency standards. 1

G071049

G1.B1 Collaborative planning time and structure. 2

B185321

G1.B1.S1 Provide professional development time to follow the steps of the Learning Environment Triangle (What we teach, what we expect as quality, and how we teach). 4

S196750

Strategy Rationale

Teachers need time to dig deeper into the standards in a structured collaborative environment.

Action Step 1 5

Teachers will be provided a full day of collaborative planning quarterly.

Person Responsible

Ana Rodriguez

Schedule

Quarterly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Collaborative common assessments, lesson plans.

Action Step 2 5

Teachers will be provided the structure of collaborative planning.

Person Responsible

Kimberly Jay

Schedule

On 9/4/2015

Evidence of Completion

Lesson plans

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

Teacher collaborative lesson plans and unit assessments will be monitored throughout the year to look for levels of complexity in questions and instruction (20/60/20).

Person Responsible

Ana Rodriguez

Schedule

Quarterly, from 8/24/2015 to 5/2/2016

Evidence of Completion

Collaborative lesson plans and common summative assessments will be submitted.

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

Monitor how the grade level planning time is being utilized.

Person Responsible

Ana Rodriguez

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Instructional Coach and Math Coach will take notes on strengths and areas for growth during collaborative planning. These will be reviewed during Leadership meetings.

G1.B1.S2 Instructional coach and math coach will help team leaders/department chairs facilitate collaborative planning. 4

S196751

Strategy Rationale

Instructional and Math coach are well versed in the ELA and math standards in order to support the collaborative process.

Action Step 1 5

Instructional coach and math coach will meet with team/departments throughout the year and work on collaborative planning.

Person Responsible

Kimberly Jay

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

lesson plans, observation data

G1.B2 LAFS and MAFS need to be unwrapped to understand the complexity, rigor, content limits. and misconceptions. 2

B185322

G1.B2.S1 Provide professional development and use common planning time to unwrap standards and plan high quality instruction in core curriculum areas. Professional development support for instructional staff will include scope and sequence aligned with the Florida Standards, Florida Standards Assessment Test Item Specifications, Math and Literacy routines, use of CPALMs, and content area instructional strategies. 4

S196752

Strategy Rationale

Staff needs to unwrap the standards when planning instruction in order to fully understand content limits, rigor, and complexity.

Action Step 1 5

Plan and implement collaborative planning time for teachers to unwrap standards.

Person Responsible

Kimberly Jay

Schedule

Biweekly, from 8/24/2015 to 5/2/2016

Evidence of Completion

Common assessments, lesson plans, instructional units, comprehensive data

Action Step 2 5

Instructional Coach and Math Coach will review and provide feedback on common unit assessments to ensure assessments align with standards and are addressing complexity at 20% Low, 60% Moderate, and 20% High with questioning.

Person Responsible

Ana Rodriguez

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Common assessments, data reflection on unit assessments

Action Step 3 5

Instructional Coach and Math Coach will work with teachers in classrooms and provide feedback on instructional strategies and standards based instruction.

Person Responsible

Keith Davis

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Comprehensive data, observation data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitored during collaborative planning. Evaluators and coaches will provide feedback to teachers on common assessments.

Person Responsible

Ana Rodriguez

Schedule

Biweekly, from 8/24/2015 to 5/2/2016

Evidence of Completion

Common assessments, lesson plans, unit plans, comprehensive data, teacher reflection

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team meetings will discuss strengths and areas of growth throughout the collaborative planning process.

Person Responsible

Kimberly Jay

Schedule

Every 3 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion

Agendas and notes from the Leadership Team meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher collaborative lesson plans and unit assessments will be monitored throughout the year to look for levels of complexity in questioning and instruction (20/60/20).

Person Responsible

Ana Rodriguez

Schedule

Quarterly, from 8/24/2015 to 5/2/2016

Evidence of Completion

Collaborative lesson plans and common summative assessments will be submitted.

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	Teachers will be provided a full day of collaborative planning quarterly.	Rodriguez, Ana	9/28/2015	Collaborative common assessments, lesson plans.	5/27/2016 quarterly
G1.B1.S2.A1	Instructional coach and math coach will meet with team/departments throughout the year and work on collaborative planning.	Jay, Kimberly	8/31/2015	lesson plans, observation data	5/27/2016 biweekly
G1.B2.S1.A1	Plan and implement collaborative planning time for teachers to unwrap standards.	Jay, Kimberly	8/24/2015	Common assessments, lesson plans, instructional units, comprehensive data	5/2/2016 biweekly
G1.B1.S1.A2	Teachers will be provided the structure of collaborative planning.	Jay, Kimberly	8/31/2015	Lesson plans	9/4/2015 one-time
G1.B2.S1.A2	Instructional Coach and Math Coach will review and provide feedback on common unit assessments to ensure assessments align with standards and are addressing complexity at 20% Low, 60% Moderate, and 20% High with questioning.	Rodriguez, Ana	8/24/2015	Common assessments, data reflection on unit assessments	5/27/2016 biweekly
G1.B2.S1.A3	Instructional Coach and Math Coach will work with teachers in classrooms and provide feedback on instructional strategies and standards based instruction.	Davis, Keith	8/31/2015	Comprehensive data, observation data	5/27/2016 monthly
G1.MA1	Common unit assessments and data reflection will be monitored throughout the year.	Jay, Kimberly	8/24/2015	Common assessments, data reflections, comprehensive data, unit assessment data	5/27/2016 monthly
G1.B1.S1.MA1	Monitor how the grade level planning time is being utilized.	Rodriguez, Ana	8/31/2015	Instructional Coach and Math Coach will take notes on strengths and areas for growth during collaborative planning. These will be reviewed during Leadership meetings.	5/27/2016 quarterly
G1.B1.S1.MA1	Teacher collaborative lesson plans and unit assessments will be monitored throughout the year to look for levels of complexity in questions and instruction (20/60/20).	Rodriguez, Ana	8/24/2015	Collaborative lesson plans and common summative assessments will be submitted.	5/2/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Teacher collaborative lesson plans and unit assessments will be monitored throughout the year to look for levels of complexity in questioning and instruction (20/60/20).	Rodriguez, Ana	8/24/2015	Collaborative lesson plans and common summative assessments will be submitted.	5/2/2016 quarterly
G1.B2.S1.MA1	Monitored during collaborative planning. Evaluators and coaches will provide feedback to teachers on common assessments.	Rodriguez, Ana	8/24/2015	Common assessments, lesson plans, unit plans, comprehensive data, teacher reflection	5/2/2016 biweekly
G1.B2.S1.MA3	Leadership team meetings will discuss strengths and areas of growth throughout the collaborative planning process.	Jay, Kimberly	9/21/2015	Agendas and notes from the Leadership Team meetings.	5/27/2016 every-3-weeks

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	Teachers will be provided a full day of collaborative planning quarterly.	$0.00
2	G1.B1.S1.A2	Teachers will be provided the structure of collaborative planning.	$0.00
3	G1.B1.S2.A1	Instructional coach and math coach will meet with team/departments throughout the year and work on collaborative planning.	$0.00
4	G1.B2.S1.A1	Plan and implement collaborative planning time for teachers to unwrap standards.	$0.00
5	G1.B2.S1.A2	Instructional Coach and Math Coach will review and provide feedback on common unit assessments to ensure assessments align with standards and are addressing complexity at 20% Low, 60% Moderate, and 20% High with questioning.	$0.00
6	G1.B2.S1.A3	Instructional Coach and Math Coach will work with teachers in classrooms and provide feedback on instructional strategies and standards based instruction.	$0.00
		Total:	$0.00