Manatee County Public Schools

Gene Witt Elementary School

2015-16 School Improvement Plan

Gene Witt Elementary School

200 RYE RD E, Bradenton, FL 34212

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	28%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	23%

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 Manatee 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	4	Jim Browder
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gene Witt Elementary School community will work together to assist all students in reaching their highest potential and to foster a love of learning.

Provide the school's vision statement

Gene Witt Elementary will challenge children of all abilities to achieve excellence in all areas of academics and in their social development. It will equip children for the demands and the opportunities of the twenty-first century by offering a differentiated and rigorous curriculum to all students, as well as opportunities to become good citizens. As a school community made up of a professional and highly motivated staff, in partnership with parents, we will encourage every child to achieve.

School Environment

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

Gene Witt Elementary has a population of both Spanish and migrant students. These students are an important part of school community and culture. Each year, our teachers and school staff prepare for the migrant students arrival by planning for the best possible placement for these students. Also, each year we receive a grant for both a teacher and a paraprofessional to teach our migrant students at their camp. The school board has provided a portable for the camp and we have equipped the portable with various educational resources. The teacher and the para then go out to the camp once a week to provide supplemental instruction. We also use this portable to host holiday parties and to conduct parent meetings.
Within the school day, we have an ESOL aide, who also has a letter of eligibility. Ms. Villalobos-Leon provides classroom support of ELL students and also works as one of school translators and parent liaisons.
Ms. Motta is our migrant liaison and works in the same capacity as Ms. Villalobos-Leon for our migrant population.
This year, we purchased an additional Wonders resource that Mrs. Leo will use to work with our ELL students. This resource will allow Mrs. Leo to front load all Wonders lessons with the ELL students, to build vocabulary and practice reading strategies before the students are asked to engage in grade level text in the classroom. The teachers are working with Mrs. Leon to plan a week in advance of Wonders lessons to make these introductions possible.

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

Gene Witt has a before-school care program for working parents. This program begins at 6:00 am. In this program, students work with our staff of teachers and aides on lessons, play with friends, or read. Most students begin arriving on our campus at 8:00 am. All students may take advantage of our free breakfast program. Some students have jobs that include safety patrols, media helpers, news crew, etc. After breakfast or upon arrival, students go to their designated hallway, where they are supervised by our paras and have reading time with their classmates.
Our school community values respect and good character. The entire school community utilizes the 8 Keys of Learning to foster good character and to encourage everyone to Live Above the Line.

Our after-school program mirrors our before-school care and provides both homework help and enrichment clubs.

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

Gene Witt Elementary utilizes the 8 Keys of Excellence as the school-wide behavioral system. The 8 keys of Excellence directs students towards a positive future full of confidence, motivation, creativity, team work, leadership, and valuable life principles. Teachers utilize positive reinforcement strategies in the classroom to help encourage the demonstration of the 8 Keys of Excellence in their daily routine. The language of the 8 keys is used by all faculty members and students and various nuisances of the keys are highlight on our morning news show, in our quarterly SOAR award ceremony, as well as in our everyday classroom experiences.

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

The school guidance counselor meets with the classes during their specials rotations. During this time, students are given the opportunity to learn and discuss social-emotional skills. Problem-solving skills and conflict resolution activities are a primary component of these classroom guidance sessions. The school guidance counselor also works as a mentor with individuals and small groups and provides counseling on social issues such as divorce, anxiety, ADHD, etc. when that type of support is needed or requested. In addition, classroom teachers include developmentally appropriate teaching strategies that encourage social-emotional growth.

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 administration, with cooperation from our school registrar, monitors school attendance on a weekly basis. When students begin to show signs of excessive absences (more than 9) or tardies (more than 5 in one month), as a first step, administration calls the parents to discuss the problem. If the problem persists, the students are placed on a Check In/Check Out plan with a school-based mentor to encourage better attendance. Our school has very few attendance issues, so we are able to give these families the personal attention and support they need to improve their students' attendance.
Our Student Support Specialist and administration monitors all student behavior, particularly the students who receive behavioral referrals. If a student is struggling with appropriate behavior the SSS and administration work with the teacher to provide behavior modifications to target the negative behaviors. If these initial modifications do not work, we move the child to Tier II behavior support which could include scheduling a meeting with district behavior specialists. A new plan is created and progress is monitored. Continued problems with behavior moves a student to Tier III behavioral support, and progress is monitored more regularly. Our goal is to keep students in school and in class, and we have been very successful in our efforts toward this goal with the few students we have that need extra support to make good choices.
We use MTSS to monitor the progress of all of our students in terms of ELA and Math. Students who are working below grade level based on benchmark assessments (quarterly iReady, BAS, and district ELA and Math benchmarks) receive remediation through differentiated Tier I support. If a student continues to struggle, the parent is contacted and students are moved to Tier II intervention 4 days a week for 30 minutes. Their progress is monitored every two weeks. If, upon analysis of of Tier II

graphs, the teacher still does not see improvement, the parents are contacted again and the teacher adds Tier III interventions to the Tier II interventions at least 3 days a week. Progress monitoring takes place weekly. If Tier III interventions are not effective, the child is placed on our Instructional Support Team schedule, parents are invited in and the team decides if further evaluations are needed to put into place more intensive support.
Students who receive a Level 1 on state tests are placed into Tier II interventions, if they are not already in the process.

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

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

Indicator	Grade Level				Total
	1	2	3	5	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	1	1	1	1	4
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	11	0	11

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

We use MTSS to monitor the progress of all of our students in terms of ELA and Math. Students who are working below grade level based on benchmark assessments (quarterly iReady, BAS, and district benchmarks) in either ELA or Math receive remediation through differentiated Tier I support. If a student continues to struggle, the parent is contacted and students are moved to Tier II intervention 4 days a week for 30 minutes. Their progress is monitored every two weeks. If, upon analysis of of Tier II graphs, the teacher still does not see improvement, the parents are contacted again and the teacher adds Tier III interventions to the Tier II interventions at least 3 days a week. Progress monitoring takes place weekly. If Tier III interventions are not effective, the child is placed on our Instructional Support Team schedule, parents are invited in and the team decides if further evaluations are needed to put into place more intensive support.
Students who receive a Level 1 on state tests are placed into Tier II interventions, if they are not already in the process.

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

Gene Witt Elementary proudly celebrates strong ties with parents and community members. We have a very active PTO and SAC, as well as a group of fathers (FBI: Fathers being Involved), who help out around the campus as needed. We send out regular connect ed messages to our families to keep them informed of all current and future school events and our PTO sends home a newsletter and has created a Facebook page that also serves to keep our community in the know. In terms of keeping parents involved in their child's progress, teachers are in regular contact with families, through weekly newsletters, agenda notations, phone calls, and emails. All diagnostic and progress-monitoring assessment results are shared with parents on a regular basis. Teachers also help parents utilize online resources, such as AR and Study Island to track their child's growth across content areas.

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

As a school, we reach out to our local businesses through word of mouth or ePie (Electronic Partners in Education) to see if they would like to contribute incentives in return for free advertising. We have banners of our business partners hanging on the gate next to our car rider line. Some of our business partners, like the ELKS, provide backpacks and supplies to students in need. We also have several spirit nights throughout the year, during which families go to eat at local restaurants and a portion of the money spent comes back to the school. At the end of the year, we nominate outstanding business partners.
Our PTO is another source of support for resources. Each year, our teachers and faculty can write grant to our PTO to purchase needed resources to enhance their instruction. We also have a group of fathers, FBI: Fathers Being Involved, who work to improve our campus.
This year, we reach out to several businesses and they have donated time and talent to a capital project planned to honor our school's namesake, Gene Witt, who passed away last year. Both architects and contractors have come together to develop an initial plan.

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
Marshall, David	Principal
Henderson, Tia	Assistant Principal
Randlett, Kaitlin	Instructional Coach
Tamburino, Ashley	Teacher, K-12
Ouellette, Ashley	Teacher, K-12
Hardy, Eileen	Teacher, K-12

Duties

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

Our Instructional Leadership Team is a school-based group of educators for every grade level and including ESE, who work to provide a strong organizational process for school renewal and improvement. Our ILT leads the work of our school community through the school improvement process. A primary function is to examine our current, successful practices, as well as those areas that are of concern. Our Instructional Leadership Team meets monthly, when we share best practices and information gleaned from TCT meetings. From these conversations, we plan our school's PD plan for the year. Our ILT meets both in the summer before school to plan for yearly instructional collaboration. The ILT meets at the end of the year to list possible goals and initiatives for the next year's SIP. Our ILT will help to plan information for parents that is shared throughout the year at our monthly SAC meetings.
In addition to our ILT, our Intensive Support Team meets every Friday to discuss the progress of students who are working within Tier III in our MTSS, as well as those students moving onto evaluations.

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

Total student population is benchmark assessed in both reading and math at the BOY. K-2 utilizes FLKRS, iReady, and BAS, and 3-5 use district benchmark assessments in Math and ELA. If there are pervasive problems noted from benchmark results, Tier I or Core Instruction becomes a focus of PD and conversations with our ISS. Once Tier II students are identified from the benchmark assessment, Leveled Literacy Intervention groups or other research-based interventions are implemented in grade K-5. Our school has purchased LLI through PTO grants.
The school's Instructional Leadership Team meets every month to analyze data to determine where we are in terms of meeting our SIP goals. We have also planned for each grade level to have a full day of planning and PD around designated needs highlighted in the benchmark data and/or PD that meets our SIP goal criteria.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
David Marshall	Principal
Tia Henderson	Principal
Jennifer Alcantara	Teacher
Meredeth Llwelleyn	Teacher
Cindy Severson	Teacher
Kim Hoy	Teacher
Camissa Tabor	Teacher
Catherine Burke	Teacher
Beth Brack	Teacher
Amanda Dawsey	Teacher
Cristyrae Ansley	Parent
	Student
Kathy Wolfe	Education Support Employee
Lois Hopewell	Education Support Employee
Michelle Smith	Parent
Sandra Batjiaka	Parent
Catherine Anderson	Parent
Lauren Auckerman	Parent
Rick McGuire	Parent
Marcie Hackman	Parent
Anshu Kalia	Parent
Aubrey Sammons	Parent
Summer Smith-Pope	Parent
Danielle Korney	Parent
Megan Matras	Parent
Michelle Vondran	Parent
Corey Vondran	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the end of each year, we share the results of our SIP plan with the SAC. They use this information when they are asked to reflect on and add to the current year's goals.

Development of this school improvement plan

A primary function of our SAC is to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted (SIP). Throughout the year, we share our school initiatives with the SAC and present data related to the achievement of SIP

goals and in that way, bring the community into our process. At the beginning of the year, we share the ideas the teachers have put forth in terms of SIP goals and ask the SAC to reflect on the information they received the year prior. We then ask them if they agree with or would like to add to the goals. The SAC approved the SIP plan unanimously. SAC members are invited to come to the school to help write the SIP plan.

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

Substitutes for grade level planning half days
Gifted Program enhancement
Staff Development

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
Henderson, Tia	Assistant Principal
Brack, Elizabeth	Teacher, K-12
Bulfin, Cheryl	Teacher, K-12
Burke, Catherine	Teacher, K-12
Cannon, Angela	Teacher, K-12
Davis, Ann	Teacher, PreK
Ditzel, Nicole	Teacher, K-12
Douthett, Colleen	Instructional Media
Farrell, Sally	Teacher, K-12
Garger, Gail	Teacher, K-12
Hardy, Eileen	Teacher, K-12
Ouellette, Ashley	Teacher, K-12
Ricks, Carol	Dean
Sanders, Michelle	Teacher, K-12
Severson, Cynthia	Teacher, K-12
Shilling, Michelle	Teacher, K-12
Solazzo, Joanne	Teacher, K-12
Symonds, Ashley	Teacher, K-12
Tamburino, Ashley	Teacher, K-12
Wittner, Nancy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year, our LLT will have the goal of promoting a culture of close reading. This is one of our SIP initiatives and is a topic of interest for many of our teachers. Teachers held summer book clubs around the text Falling in Love with Close Reading. Our team will meet at least once a month to look outside the school for professional development opportunities for a quarterly planning days.
Another goal of the team is to identify chapter book lists for each grade level to avoid grade levels asking students to reread a book they read in a previous grade.
Finally, the LLT will continue to monitor the material needs of each grade level to support the instruction of the ELA standards.

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

Teachers participate in professional development opportunities and collaborative planning in order to effectively make instructional shifts that lead to more rigorous thinking in our students. The K-2 teachers and 3-5 teachers will meet monthly to collaborate and engage in professional learning planned by the district. In addition, Gene Witt utilizes a TCT (Teacher Collaboration Team) which provides them with the opportunity to analyze grade level data to drive classroom instruction. We will also provide a quarterly planning day during which teams can engage in unique PD opportunities and work together to plan focused instruction to meet our SIP goals.

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

Because of our reputation at Gene Witt, we are fortunate to attract impressive applicants for our teacher positions. We look at every applicant and interview as many as possible to find the best possible fit for our new hires. Once hired, our teams work to mentor our new teachers by both team planning and individual support. Our staff is very welcoming and the family atmosphere is evident immediately to our incoming hires. Our school communication plan, that includes team leader, faculty, and team planning meetings serve to keep all members of our instructional staff in the know. We foster a environment of learning for our staff, as well as our students. This helps our new hires greatly as they acclimate to a new school. Our system of recruiting, developing, and retaining staff is highly effective as many of our teachers have been here since the opening of the school and the only personnel to leave our school in recent history were non-renewed due to student numbers.

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

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

Core instruction is monitored utilizing district unit and benchmark assessments for grades 3-5 in reading, math, science and writing, as well I-Ready assessments. District benchmark assessments have been aligned to Florida Standards. In grades K-2, core instruction is monitored by the Common

Core assessments embedded in the district curriculum maps, I-Ready assessments, and FLKRS and quarterly BAS assessments.

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 total student population at Gene Witt is benchmark assessed in both reading and math at the BOY. K-5 use I-Ready diagnostic testing, Grades K-2 use BAS, and 3-5 uses quarterly district benchmark assessments for ELA and math. If pervasive problems are noted from benchmark results, Tier I or Core Instruction becomes a focus of PD or TCTs. Once Tier II students are identified from the benchmark assessment, Leveled Literacy Intervention groups or other intervention groups are implemented in grades K-5. Per MTSSS, on-going progress monitoring on a bi-weekly basis takes place for all Tier II students and progress is analyzed after 6 data points. If students are places in Tier III, they continue in the Tier II intervention with an addition 15 minutes of focused skill-based intervention and are progress monitored weekly. The progress monitoring is reviewed after 6 Tier III data points. Teacher support systems include the schools Instructional Support Team, as well as grade level support in the form of intervention grouping.

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:

Strategy Rationale

Strategy Purpose(s)
""

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

Incoming kindergartner parents have a chance to meet teachers and learn about our program the spring before enrollment at our Kindergarten Round-Up. There is another chance to meet the teacher at our Open House. That night we also hold a meeting with all new families to introduce our school, our policies and procedures, and critical staff members the families will need to get to know beyond the classroom teacher. The first two days of school all families are welcome to walk their child to class. We have Kindergarten Boo Hoo Breakfast for our parents.
To support our fifth graders in their transition to middle school, the fifth grade teachers provide various opportunities for the students to utilize technology for both project-based learning, as well as personal organization. The classroom Wikispaces work well in both capacities. Also, the teachers work to develop the personal organization and responsibility of each student by gradually releasing

the amount of daily support given to the students in the work preparation and time management. Fifth graders are also given responsibilities within the school community. These include patrols, media helpers, and studio helpers. Goal setting is also a daily part of the fifth grade experience. In all these ways, the fifth graders become well prepared for the transition into 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

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. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Student-Driven Goal Setting (3-5)

G2. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Close Reading (K-5)

G3. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Math Foundational Skills (2)

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. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Student-Driven Goal Setting (3-5) 1a

G072098

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	81.0
Science Achievement District Assessment	75.0

Resources Available to Support the Goal 2

- PD, ISS, Shared Best Practices

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

At TCT meetings, teacher will share with their grade level team ways that they effectively engage students in goal setting and monitoring.

Person Responsible
David Marshall

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

Evidence of Completion
ILT shares ways in which their team provides opportunities for students to make and monitor their own learning goals.

G2. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Close Reading (K-5) 1a

G072099

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Resources Available to Support the Goal 2

- SIP Funds

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Administration will look for evidence of close reading in lesson plans, TCT meeting notes, and walk-throughs.

Person Responsible
Tia Henderson

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

Evidence of Completion
Data will be collected from Quarterly Benchmark Assessments.

G3. When teachers engage in purposeful, collaborative planning that promotes rigorous, standards-based and student driven instruction, the percentage of students meeting or exceeding grade level expectations in all subjects will increase by May 2016. Instruction will focus: Math Foundational Skills (2) 1a

G072100

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	80.0

Resources Available to Support the Goal 2

- PD, ISS

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Administration will look for evidence of foundation skill building in lesson plans, TCT meeting notes, and walk-throughs.

Person Responsible
David Marshall

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

Evidence of Completion
Grade Level Teams will share data that show students learning basic facts.

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

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.MA1	At TCT meetings, teacher will share with their grade level team ways that they effectively engage students in goal setting and monitoring.	Marshall, David	8/24/2015	ILT shares ways in which their team provides opportunities for students to make and monitor their own learning goals.	6/9/2016 monthly
G2.MA1	Administration will look for evidence of close reading in lesson plans, TCT meeting notes, and walk-throughs.	Henderson, Tia	8/24/2015	Data will be collected from Quarterly Benchmark Assessments.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Administration will look for evidence of foundation skill building in lesson plans, TCT meeting notes, and walk-throughs.	Marshall, David	8/24/2015	Grade Level Teams will share data that show students learning basic facts.	6/9/2016 weekly

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.