

Escambia County School District

Navy Point Elementary School



2015-16 School Improvement Plan

Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambia.k12.fl.us

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 76% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 68% |

School Grades History

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

**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 Escambia 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 |
|-------------|-------------------|--------------------------------|
| Priority | 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

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

Provide the school's vision statement

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

School Environment

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

As of the 2015-2016 school year, 85% of our instructional staff are trained in Capturing Kids Hearts. This is the overarching system that places an expectation on teachers and staff to work towards building relational capacity with students and families. This is done by making personal phone calls home prior to the beginning of the school year, greeting students at the classroom door, and sharing good things in the classroom communities daily. The Capturing Kids Hearts EXCEL model is utilized school-wide, setting up a system where teachers engage, explore, communicate, and empower their students each day.

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

A team of teachers and support personnel attended the PBS Tier I training. This training allowed our team to develop school wide rules and expectations, a reward system for positive behavior, and a culture of recognition where students and classes are recognized frequently for exhibiting positive behavior. We have our PBS rules and expectations posted throughout the school, we recognize teachers for their implementation of PBS, and we have trained our office staff on creating a welcoming environment for all of those that enter our school. Our students are greeted at their classroom doors each morning by their teachers which allows for the development of relationships, a sense of community, and an opportunity for teachers to find out if students are having any issues prior to them entering the classroom.

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

Students are expected to follow our school-wide rules for each area of the school building under the three main rules of Be Ready, Show Respect, and Be Responsible. Students are rewarded with Navy Point Patches for positively exhibited behavior throughout the school. In the event that students do not respond to positive reinforcement within the school, there is a discipline flow chart in place for teachers to use. Teachers follow the flow chart and definitions of behaviors to determine if the behavior should be classroom or office managed. For the 2015-2016 school year, we have implemented a school wide citizenship plan as a means of consistently handling and tracking classroom managed behaviors. Teachers provide students with a verbal warning first, followed by the

reteaching of a behavior, and then a one on one conference with students where the behavior is discussed and points are deducted occurs. All faculty and staff were trained on the use of this school-wide plan along with the review of the PBS system during the pre-school planning week.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our students' social-emotional needs are first met in the classroom with their teachers who have been trained in Capturing Kids Hearts. Teachers develop social contracts with their classes and refer students back to the social contract regularly. In addition to the classroom environment that lays the foundation for social-emotional needs, we have a school-based guidance counselor, a military guidance counselor, a Title I guidance counselor, and a school social worker that work together to monitor all Early Warning Systems, meet with targeted groups of students, run focus groups, and mentor individual students as needed or indicated by EWS data.

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 Navy Point we view attendance as one of the the most important factors in the success of a student. We know that loss of instruction equals the possible loss of a child by the time they reach high school. Therefore, Navy Point has identified the following areas of focus for EWS:

- Number of OOS
- Number of ISS
- Number of tardies
- Number of absences greater than 5 days

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 | 10 | 12 | 21 | 14 | 15 | 14 | 86 |
| One or more suspensions | 0 | 2 | 5 | 5 | 6 | 10 | 28 |
| Course failure in ELA or Math | 7 | 6 | 11 | 15 | 7 | 18 | 64 |
| Level 1 on statewide assessment | 4 | 4 | 4 | 5 | 7 | 11 | 35 |

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 | 6 | 4 | 7 | 7 | 7 | 12 | 43 |

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

We have implemented a tardy record book that is being used as an intervention for students with multiple unexcused tardies. This book requires parents to sign a statement indicating that they are

aware of the negative consequences to being late to school. These interventions are in place to prevent students from exhibiting multiple EWS indicators.

The school social worker will be meeting with parents and the guidance counselor on a weekly bases to discuss specific students and their attendance concerns. Actions will be taken as necessary to help correct the concerns related to tardies and absences. There will be a bulletin board displayed in a central area of the school used to display tracking data by class of attendance and tardies in an effort in improvement school attendance.

RTI team meetings will be held weekly to determine strategies to assist students with meeting the academic goals identified as needs. Students will be tracked and monitored for growth over time and RTI next step processes will be followed when students do not demonstrate significant progress or for students that have been identified in multiple EWS areas.

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/172432>.

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

Navy Point values its partnerships with local community members. We have partnerships with 2 churches currently. Our partners have come as a result of the community reaching out to the school to give a helping hand. Both partners contacted the school to find out how they can assist us in helping students reach their maximum achievement.

Warrington Baptist Church provides a welcome back breakfast for our faculty and staff members each year. They also host a luncheon for our 5th grade students at no cost to our school and allows us to use their sanctuary for the 5th grade awards program. They provide services and supplies as needed during the year.

StoryPoint Baptist Church of Gulf Breeze provided a welcome back luncheon for our teachers along with supplies from the wish list provided by teachers. Each year they have been gracious enough to host 2 additional luncheons for our faculty and staff during the year. Some of the members have offered to volunteer their time and services in tutoring students. The church also provides weekly meals in a neighboring park for students and families in the community.

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 |
|---------------------|---------------------|
| Ford-Harris, Monica | Principal |
| Groff, Melissa | Assistant Principal |
| Frick, Pam | Other |
| Case, Mary Alice | Teacher, K-12 |
| Davis, Sheryl | Teacher, K-12 |
| Washington, Andrea | Guidance Counselor |
| Fulton, Dawn | Instructional Coach |
| White, Kanisha | Teacher, K-12 |
| Hale, Lisa | Instructional Coach |

Duties

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

The school leadership team serves as a collaborative team that represents teachers, administration, and support personnel. The goal of the leadership team is to develop a culture of shared leadership and collaborative problem solving. The team meets regularly to make instructional decisions, discuss school data, and plan action steps necessary for making improvements. The members of the team are responsible for facilitating data meetings within their teams, while guiding their team mates toward implementing any school wide initiatives decided upon by the leadership team.

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

Each grade level meets on a weekly basis and submits documentation of their planning meeting. Within their planning documentation, the teams identify needs in the form of instructional resources, professional development, and curriculum needs. From these documented needs, the school leadership meets monthly to identify and discuss priority areas. Once the leadership team has made a decision and determined it to be aligned with the school improvement goals, the administrative team will align budgetary funds with the decided upon project, resources, training priority and will help the leadership team to decide upon a plan of implementation to include progress monitoring and inventory of resources.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Monica Ford-Harris | Principal |
| Jacqueline Weathers | Parent |
| Karen Dade | Parent |
| Amanda Hankins | Parent |
| Rebecca Gonzalez | Parent |
| Lori Coleman | Parent |
| Sonja Lee | Parent |
| Holly Griffin | Teacher |
| Le Hang | Education Support Employee |
| Jeffery Spooneybarger | Business/Community |
| Lilliam Negron | Parent |

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

During the September meeting the council will receive a brief overview of our school's performance on EOY DE. A summary of how we did in meeting our goals will also be shared with parents. Time for questions and answers will be allotted to ensure that parents fully understand how the current year's goals are driven by the data from the previous year.

Development of this school improvement plan

The principal will make a presentation of the plan to members during the September meeting. All members will receive a copy of the plan and use it to guide any input or to answer concerns regarding the plan. Once agreed upon, the members will then vote to accept the plan as written or with the recommended corrections.

Preparation of the school's annual budget and plan

In the spring of each year, the SAC will meet to discuss the budgets for the next year. Ideas of what worked well from the previous year, as well as what the possible needs will be the following year are considered in the development of the budget and plan.

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

Navy Point received \$11, 925 in the School Improvement Initiative Fund. These monies were designated for professional development and curriculum planning for teachers. The money has been spent to fund an effective lesson planning PD for teachers during the summer with a grade level planning day that was used as a follow up to the training. A professional development day for our School Improvement/Leadership Team was paid for in August using this fund. The PD was related to strategies designed to foster school improvement. Resources were ordered for future use in PLCs/ book studies. One book study was completed during the summer on The Framework for Understanding Poverty.

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 |
|---------------------|---------------------|
| Ford-Harris, Monica | Principal |
| Groff, Melissa | Assistant Principal |
| Frick, Pam | Teacher, K-12 |
| Case, Mary Alice | Teacher, K-12 |
| Davis, Sheryl | Teacher, K-12 |
| Washington, Andrea | Guidance Counselor |
| Hale, Lisa | Instructional Coach |
| White, Kanisha | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team is represented by every grade level and meets monthly to discuss data related to ELA. The goals of the team this year are to find methods for promoting literacy opportunities throughout all content areas with a focus on integrating writing practice in all subjects. The team has decided upon procedures for celebrating student progress toward literacy related accomplishments such as meeting AR goals, growth on DE/Study Island benchmark assessments, and making gains on STAR tests. The team will focus primarily on student data from the Study Island benchmark assessments and will make decisions for literacy instruction that will continue to initiate student growth and success.

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 within each grade level are provided a 40 minute planning period each day at the same time as all other members of their team. Teams work together a minimum of two days per week. These meetings include professional development opportunities, planning, and student data discussions. Teams must submit a summary of their meetings, which show evidence of positive relationships and collaborative planning.

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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Navy Point, a team of appropriate representatives interviews, rates, and provides input regarding the hiring and placement of teachers. The interview questions are developed to match the school's priorities and driving forces and candidates are chosen based on a team decision. All beginning teachers are provided support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern. Each teacher is partnered with a buddy teacher on campus for

support.

The administration will meet with the new teachers on a monthly basis to determine needs and to provide support. The teachers will participate in required district trainings in order to ensure that they are well prepared with the appropriate tools to implement curriculum and instruction effectively. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

The growth and development of all teachers is vital to Navy Point, therefore teachers are provided peer observation time, collaborative planning opportunities, and professional development sessions as deemed appropriate for teacher's needs.

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

In addition to the district's mentoring program, Navy Point implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.

New Teacher Mentor Teacher

Emerald Barton (K) Briana Fails (K)

Stephanie Smith (K) Briana Fails (K)

Katie Hasenoehrl (1st) Chelsey Peterson (1st)

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

Navy Point begins all instructional decision making with the Florida Standards. Teachers utilize the district standards alignments to know which standards to be focusing on first, then work to understand the standards prior to pulling instructional materials. The core materials, programs, and resources used are adopted by the district, therefore alignment to the Florida Standards exists, but teachers are trained to read and understand the standards prior to planning the use of any materials and understand that not all parts of a resource are always aligned directly to Florida Standards. All whole and small group activities, enrichment and remediation resources, and instructional programs are aligned to grade level standards. There are systems in place at Navy Point such as the use of Planbook.com where teachers document their small group instruction plans. There is a center activities planning sheet that allows for monitoring and feedback related to teacher's use of instructional materials that is aligned to the standards.

Instructional Strategies

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

Navy Point utilizes multiple sources of data to include Discovery Education Assessment, Study Island benchmark assessment, teacher created formative assessments, series formative assessments, weekly assessments, chapter assessments, and unit assessments to inform instruction. Each month, team leaders will facilitate an analysis of data most relevant to their grade level's instruction focus for the month. They will analyze and evaluate student performance data while making judgments and

decisions related to student needs, teacher strengths, along with intervention and enrichment strategies. Teams are working toward facilitating flexible grouping across the grade level to maximize on teacher strengths. Systems are in place to support team sharing of data on a monthly basis, which holds each team accountable for addressing student needs and following through with their plans for meeting student's needs while fostering a culture of data sharing and collaborative problem solving within the school.

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: 10,800

K-3 students will be assessed using beginning of year checklists, DRA assessments, and Discovery Education Assessments for ELA. The assessments will be used to group students within grade level for interventions and enrichment activities. Our ESE and lower performing students will be instructed using the SRA Direct Instruction curriculum.

Fourth and fifth grades will focus on writing during the block. Students will be given a benchmark writing task. Following the scoring of the tasks, teachers will guide students through specifically designed mini lessons related to the 3 domains for scoring. The major focus for the lessons will be conferencing and editing. The students will complete a rewrite once they have been instructed following the 10-12 mini lesson cycles.

Strategy Rationale

The plan above will assist Navy Point in meeting the academic needs of all students in the area of ELA. Students who have mastered standards and are ready for enrichment will receive those services which has been a barrier for Navy Point in past years.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ford-Harris, Monica, mford-harris@escambia.k12.fl.us

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

Students's performance on benchmark assessments, DRA level growth, grades on unit assessment, and Florida Standards Assessment data will be used to determine the effectiveness of the strategies implemented.

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

Navy Point currently has 2 ESE Pre-K classrooms and a VPK Inclusion classroom. We provide the students in these classes with multiple opportunities to make their transition to kindergarten a smooth process. Some examples are:

- 1) Many ride buses to and from school

- 2) They eat breakfast and lunch in the school's cafeteria
- 3) The students are trained how to run errands to the front office and cafeteria. They are also allowed to visit the Media Center for book checkouts.
- 4) They share a playground area with kindergarten students
- 5) The students are active participants in school-wide activities
- 6) Their exposure to specific reading standards help to prepare them for the kindergarten curriculum (letter sounds, letter recognition, and numbers)

An annual orientation/school visit is scheduled for other Pre-K students in the district that are slated to attend Navy Point. The students come over and are assigned to a kindergarten classroom for about an hour or two and participate in the routine of the class. This opportunity allows the children to experience a typical day in kindergarten.

Our fifth grade students follow a departmentalized schedule which helps prepare them for the transition to middle school by placing responsibility on them when changing classes, organizing their materials, and adhering to multiple sets of procedures and routines. The middle schools offer orientation events that we encourage our students to attend.

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

NA

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

NA

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

NA

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

NA

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:

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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.

NA

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.

NA

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.** If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.
- G2.** If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased achievement in all content areas.

Strategic Goals Detail

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

G1. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas. 1a

G072272

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 65.0 |
| AMO Math - All Students | 58.0 |
| FCAT 2.0 Science Proficiency | 50.0 |

Resources Available to Support the Goal 2

- Enhancing Professional Practice book study
- Instructional Coaches
- Kagan Strategies
- Professional Development related to questioning strategies
- Modeled use of google classroom, kahoot, and other applications for engagement

Targeted Barriers to Achieving the Goal 3

- Lack of planning for specific higher order questions and engagement activities within daily lessons.

Plan to Monitor Progress Toward G1. 8

The walk through documentation completed during informal classroom visits will collect the engagement information, producing data that provides a glimpse of engagement throughout the school, types of instructional strategies used, and questioning strategies evident. It is expected that the observation of engagement and questioning activities will increase over the school year.

Person Responsible

Melissa Groff

Schedule

Daily, from 9/1/2015 to 5/26/2016

Evidence of Completion

The data collected from walk through observations will be monitored regularly to match with our school improvement timeline.

G2. If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased achievement in all content areas. **1a**

G072273

Targets Supported **1b**

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Math - All Students | 58.0 |
| AMO Reading - All Students | 65.0 |

Resources Available to Support the Goal **2**

- Tyner Small group materials
- Daily 5 materials
- Literacy Coach
- Math Coach
- Word study lessons
- Reading Wonders Wonder works materials
- DRA
- Standards based frameworks
- Renaissance Place STAR grouping

Targeted Barriers to Achieving the Goal **3**

- Teachers are not deliberately planning for the varied levels within their classrooms.

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

Varied Benchmark assessments

Person Responsible

Melissa Groff

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education, STAR reading assessments, and Study Island benchmarking. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas. **1**

 G072272

G1.B1 Lack of planning for specific higher order questions and engagement activities within daily lessons.

2

 B188443

G1.B1.S1 Enhancing Professional Practice book study **4**

 S199860

Strategy Rationale

If teachers work within Professional Learning Communities to study and discuss the framework for effective teaching, they will make the connections between planning and questioning/engagement.

Action Step 1 **5**

Grade level teams will read and discuss each domain of the framework for effective teaching as defined within the Enhancing Professional Practice book study. During their weekly PLC meetings, grade levels will identify appropriate tools related to each domain to utilize within their classrooms followed by a discussion about the application of each tool.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Google Form Documentation, Lesson Plans, Classroom Walk Throughs

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

Administration will review documentation from the meetings

Person Responsible

Monica Ford-Harris

Schedule

Biweekly, from 9/1/2015 to 12/18/2015

Evidence of Completion

Google Form submission

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

Administration will monitor lesson plans

Person Responsible

Monica Ford-Harris

Schedule

Biweekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Weekly planbook.com lessons containing evidence of higher order questioning and engagement strategies will be looked for.

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

Administration will visit grade level meetings and monitor planbook.com lesson plans

Person Responsible

Melissa Groff

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Lesson plans

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

Administration conducts classroom walk through observations

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Walk through summary of responses related to domain 1 and domain 3

G1.B1.S2 Quality Questioning professional development 4

 S199861

Strategy Rationale

If teachers participate in professional development related to questioning strategies, they will be more likely to apply the strategies within their own practice.

Action Step 1 5

Teachers will participate in a Google Classroom professional development related to Quality Questioning

Person Responsible

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Discussions within Google Classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will review lesson plans

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Lesson plans will include quality questioning strategies

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will conduct walk through observations

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk through summary of responses related to domain 1 and domain 3

G2. If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased achievement in all content areas. 1

G072273

G2.B1 Teachers are not deliberately planning for the varied levels within their classrooms. 2

B188444

G2.B1.S1 Teachers will utilize standards-based common assessments in math and reading to accurately group students within the classroom and deliberately plan for student needs. 4

S199862

Strategy Rationale

If teachers use standards based assessments, the results will drive instruction within small groups.

Action Step 1 5

Teachers will be trained on the utilization of STAR for reading groupings

Person Responsible

Melissa Groff

Schedule

On 9/3/2015

Evidence of Completion

Groups of students will be evident within the program each quarter

Action Step 2 5

Teachers will develop and administer math pre assessments for each math unit

Person Responsible

Melissa Groff

Schedule

Biweekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Math groups will change in planbook with each new unit

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

Administration will review planbook.com and data notebooks

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Varied instructional groupings and plans will be evident within planbook, while data notebooks will contain the evidence leading to these decisions.

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

Administration will monitor student achievement data

Person Responsible

Melissa Groff

Schedule

Monthly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Standards-based common assessment scores will increase over time

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 | Grade level teams will read and discuss each domain of the framework for effective teaching as defined within the Enhancing Professional Practice book study. During their weekly PLC meetings, grade levels will identify appropriate tools related to each domain to utilize within their classrooms followed by a discussion about the application of each tool. | Ford-Harris, Monica | 9/1/2015 | Google Form Documentation, Lesson Plans, Classroom Walk Throughs | 5/26/2016 monthly |
| G1.B1.S2.A1 | Teachers will participate in a Google Classroom professional development related to Quality Questioning | | 9/1/2015 | Discussions within Google Classroom | 5/26/2016 monthly |
| G2.B1.S1.A1 | Teachers will be trained on the utilization of STAR for reading groupings | Groff, Melissa | 9/1/2015 | Groups of students will be evident within the program each quarter | 9/3/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------|-------------------------------|--|------------------------|
| G2.B1.S1.A2 | Teachers will develop and administer math pre assessments for each math unit | Groff, Melissa | 9/1/2015 | Math groups will change in planbook with each new unit | 5/26/2016 biweekly |
| G1.MA1 | The walk through documentation completed during informal classroom visits will collect the engagement information, producing data that provides a glimpse of engagement throughout the school, types of instructional strategies used, and questioning strategies evident. It is expected that the observation of engagement and questioning activities will increase over the school year. | Groff, Melissa | 9/1/2015 | The data collected from walk through observations will be monitored regularly to match with our school improvement timeline. | 5/26/2016 daily |
| G1.B1.S1.MA1 | Administration will visit grade level meetings and monitor planbook.com lesson plans | Groff, Melissa | 9/1/2015 | Lesson plans | 5/26/2016 weekly |
| G1.B1.S1.MA4 | Administration conducts classroom walk through observations | Ford-Harris, Monica | 9/1/2015 | Walk through summary of responses related to domain 1 and domain 3 | 5/26/2016 weekly |
| G1.B1.S1.MA1 | Administration will review documentation from the meetings | Ford-Harris, Monica | 9/1/2015 | Google Form submission | 12/18/2015 biweekly |
| G1.B1.S1.MA3 | Administration will monitor lesson plans | Ford-Harris, Monica | 9/1/2015 | Weekly planbook.com lessons containing evidence of higher order questioning and engagement strategies will be looked for. | 5/26/2016 biweekly |
| G1.B1.S2.MA1 | Administration will conduct walk through observations | Ford-Harris, Monica | 9/1/2014 | Walk through summary of responses related to domain 1 and domain 3 | 5/29/2015 monthly |
| G1.B1.S2.MA1 | Administration will review lesson plans | Ford-Harris, Monica | 9/1/2015 | Lesson plans will include quality questioning strategies | 5/26/2016 weekly |
| G2.MA1 | Varied Benchmark assessments | Groff, Melissa | 9/1/2015 | The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education, STAR reading assessments, and Study Island benchmarking. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary. | 5/26/2016 monthly |
| G2.B1.S1.MA1 | Administration will monitor student achievement data | Groff, Melissa | 9/1/2015 | Standards-based common assessment scores will increase over time | 5/26/2016 monthly |
| G2.B1.S1.MA1 | Administration will review planbook.com and data notebooks | Ford-Harris, Monica | 9/24/2014 | Varied instructional groupings and plans will be evident within planbook, while data notebooks will contain the evidence leading to these decisions. | 5/29/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.

G1.B1 Lack of planning for specific higher order questions and engagement activities within daily lessons.

G1.B1.S1 Enhancing Professional Practice book study

PD Opportunity 1

Grade level teams will read and discuss each domain of the framework for effective teaching as defined within the Enhancing Professional Practice book study. During their weekly PLC meetings, grade levels will identify appropriate tools related to each domain to utilize within their classrooms followed by a discussion about the application of each tool.

Facilitator

Designated Grade Level representative

Participants

Grade level teams

Schedule

Monthly, from 9/1/2015 to 5/26/2016

G1.B1.S2 Quality Questioning professional development

PD Opportunity 1

Teachers will participate in a Google Classroom professional development related to Quality Questioning

Facilitator

Groff/Harris

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 5/26/2016

G2. If all teachers will utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased achievement in all content areas.

G2.B1 Teachers are not deliberately planning for the varied levels within their classrooms.

G2.B1.S1 Teachers will utilize standards-based common assessments in math and reading to accurately group students within the classroom and deliberately plan for student needs.

PD Opportunity 1

Teachers will be trained on the utilization of STAR for reading groupings

Facilitator

Tiffany Macklin

Participants

All teachers K-5

Schedule

On 9/3/2015

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 | Grade level teams will read and discuss each domain of the framework for effective teaching as defined within the Enhancing Professional Practice book study. During their weekly PLC meetings, grade levels will identify appropriate tools related to each domain to utilize within their classrooms followed by a discussion about the application of each tool. | \$0.00 |
| 2 | G1.B1.S2.A1 | Teachers will participate in a Google Classroom professional development related to Quality Questioning | \$0.00 |
| 3 | G2.B1.S1.A1 | Teachers will be trained on the utilization of STAR for reading groupings | \$0.00 |
| 4 | G2.B1.S1.A2 | Teachers will develop and administer math pre assessments for each math unit | \$0.00 |
| Total: | | | \$0.00 |