

Putnam County School District

Melrose Elementary School



2015-16 School Improvement Plan

Melrose Elementary School

401 STATE ROAD 26, Melrose, FL 32666

mes.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

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

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	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 was approved by the Putnam County School Board on 12/8/2015.

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	2	Wayne Green
Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Every Melrose Elementary Student will be challenged to achieve academic growth to his or her potential.

Provide the school's vision statement

Today a reader, tomorrow a leader

School Environment

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

Our Pupil Information Sheet which is filled out by the parent or guardian asks questions pertaining to the student's place of birth as well as race. We also have the parent/guardian fill out an LEP survey. This survey obtains information about a student's first language, language used in the home, and national origin.

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

Melrose Elementary has created a set of behavioral expectations for all areas of the school at all times. Each class reviews these expectations with students and monitors the degree to which they are followed. Classes that have 100% compliance to expectations are rewarded with a "Caught 'Ya" from staff members who witness the compliance. These rewards can be used for more tangible rewards.

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

The schoolwide behavioral system consists of a clear set of rules for students to follow in all areas of the school. Rules are reviewed by all faculty and staff members with an expectation that all students will follow them. There is a schoolwide Positive Behavior Support system that rewards classes that are successful when all students are following the prescribed rules created by the staff. Classes can earn "Caught 'Ya" tickets. Rewards are earned when a specific amount of "Caught 'Ya's" are earned. Teachers have also created classroom behavior systems that reward positive behavior on an individual basis.

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 guidance counselor has created a "Guidance Referral". This form is used by staff members when they feel a student could benefit from speaking with the guidance counselor. This occurs when a child is exhibiting emotions that interfere with his or her learning. This may also occur when family events may create stress on the child's social or emotional well being.

Our guidance counselor, Sarah Wylie, also creates groups based on the needs of the students. Attendance, anger issues, etc. are some of the groups Mrs. Wylie works with on a consistent basis.

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

All absences are followed up with an Alert Now phone call home. Students with five days of absences within a 30 day period or ten days of absences within a ninety day period will be referred to the RTI Team upon principal's discretion. The team along with the parent/guardian will discuss a resolution to the attendance problem.

Students with behavior problems that require suspension are referred to the RTI Team for behavior. Interventions are instituted to target the negative behavior. Follow up meetings are scheduled to determine if interventions are successful.

Students failing Language Arts and/or math are referred to the RTI Team to discuss interventions and placement in Tier Two. Follow up meetings are scheduled to review data to determine if the student needs to be placed in Tier Three or if the interventions are successful. A PMP is created to monitor the student's progress.

A student earning a Level 1 on a standardized assessment will be referred to the RTI Team where interventions will be determined.

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	4	14	7	7	5	11	1	49
One or more suspensions	0	2	1	0	7	2	0	12
Course failure in ELA or Math	0	0	0	3	8	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	
Below grade level in grades K-3	0	7	12	16	0	0	0	35
	0	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	1	5	2	11

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

1. Students who are performing below grade level are brought up to the SBT team to discuss interventions. The student data is reviewed monthly to determine if the interventions are effective.
2. Students with unexcused absences receive home contact from the school. After a specific amount of absences the family is brought in for an RTI meeting to discuss ways to increase attendance.
3. Individual behavior plans are created for students that are having difficulty following school rules. These students are also brought to the SBT team for a behavior based meeting and intervention.

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/172030>.

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

Administration visits community businesses and organizations throughout the year. Community members are invited to attend SAC meetings. We reach out in person to the community to help with school activities (i.e. Fall Festival, Water Day, etc).

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
Reeves, Jason	Principal
Tomlinson, Mike	Assistant Principal
McKinney, Carmen	Instructional Coach
Wylie, Sarah	Guidance Counselor

Duties

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

The reading coach, guidance counselor, and teachers review the data that has been collected from week to week as well as the quarterly assessment data. Reviewing the data enables us to identify those students in need of intensive intervention. Interventions are then put in place and monitored for effectiveness. If the interventions are not working, other team members such as the principal, assistant principal, school psychologist, or speech therapist, along with the student's parent will meet to determine the next steps to ensure academic success of the student.

Our guidance counselor is primarily responsible for scheduling meetings of our Tier Two and Tier Three students. She is also responsible for monitoring the implementation of strategies prescribed on the students Rtl form.

Our reading coach is primarily responsible for scheduling on-line assessments and reviewing the data to establish a student's Rtl classification. She also explains the results of specific tests to the parent at Rtl meetings.

Our administration is responsible for monitoring the fidelity of the implementation of our MTSS process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school uses quarterly meetings to assess the effectiveness of both our core instruction and our remediation of struggling students. Our leadership team meets with each teacher individually. We review all formative and summative assessments. Each teacher creates a goal based on the data that is reviewed. The goal targets either the entire class or a group of students that are having difficulty mastering a specific standard. Formative assessments are designed to monitor and track the progress of the students targeted. The teacher meets with members of the leadership team if the data shows there is no improvement in student achievement after implementing the accommodations after a few weeks. We will reconvene at the end of the quarter to analyze all of the available data and determine how effective our core instruction and remediation has been. We decide where the area of focus will be for the forthcoming nine weeks.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions

Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jason Reeves	Principal
Sherri Siebert	Teacher
Sarah Wylie	Teacher
Barbara Warren	Teacher
Laurie Alsobrook	Teacher
Maureen Coates	Teacher
Laura Kwaak	Education Support Employee
Pam Lay	Education Support Employee
Mary McKibben	Education Support Employee
Danielle Jolley	Parent
Aimee Olmsted	Parent
Mr. Siebert	Business/Community
Zane Greathouse	Business/Community
Logan Coates	Student
Eric Olmsted	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

The SAC reviewed the goals on the school improvement plan. Due to the scores not being readily available in May, members of the SAC could not evaluate successful implementation of the plan. Discussion of the new school improvement plan 8 step problem solving procedure was discussed. Parents also reviewed our goal of "differentiated instruction" for the 2014-2015 school year. Parents also learned that 85% of our students made their Accelerated Reader goal.

Development of this school improvement plan

The SAC will review the preliminary School Improvement Plan. Members will have input into the final draft of the plan through questions, clarification, and suggestions. Our SAC will have a vote of approval on the final plan.

Preparation of the school's annual budget and plan

The school's budget is shared through the School's Accountability Report and is available in the front office.

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

No funds were given for the 2015/16 school year.

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
Reeves, Jason	Principal
Tomlinson, Mike	Assistant Principal
McKinney, Carmen	Guidance Counselor
Wylie, Sarah	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to train teachers to become familiar with the Florida Standards, familiarize teachers with the different Marzano Domains and Elements, and use district pacing guides and formative assessments to adjust instruction.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule was created to allow teachers forty-five minutes of common planning time every day. Teachers are encouraged to use this time to collaborate. Teachers will set aside one day each week to review data and discuss their successes and challenges regarding student achievement. Teachers will also participate in a book study focusing on the Florida Standards and teaching with a new reading curriculum.

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

Our principal, Jason Reeves, recruits qualified teachers by advertising positions with requirements listed in the advertisement. Applicants also are interviewed with references verified. Highly qualified teachers are retained by using an integrated management system. Teachers are included in school based decisions. Mr. Reeves also has an "open door" policy in regards to any concerns teachers may have.

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

Currently all of our teachers have 3 or more years of experience. We do not have a need for a mentoring program.

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

Teachers include the standards in their plan books when teaching all core subjects. Teachers also were trained on teaching the Florida Standards in all academic areas. Walkthrough, informal, and formal observations are conducted throughout the year. These observations focus on the teaching of Florida 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

Our Literacy Team reviews data each nine weeks to determine which students are our Tier One, Tier Two, and Tier Three students. All students receiving interventions through RTI Tier Two and Tier Three will be monitored closely to evaluate the effectiveness of the interventions implemented.

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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reeves, Jason, jreeves@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

Mrs. Lott, our Pre-K teacher prepares the students for Kindergarten with an age appropriate school based environment instead of a day care setting. We teach the SRA Imagine It! curriculum that

introduces the students to language, phonemic awareness, alphabet knowledge, reading and responding, sight words, math and science and social studies so the children can easily transition into Kindergarten. She also follows the school schedules so that when entering Kindergarten the routines for the children basically stay the same and they are able to go into Kindergarten and are ready to learn.

Mrs. Alsobrook prepares our 6th grade students for their transition to Q.I. Roberts Cambridge program by providing a challenging curriculum on the honors level that provides many opportunities for enrichment and growth. Prior to their transition, all 6th graders visit Q.I. Roberts for an orientation and tour of the campus.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Data pulled from iReady assessments indicated areas in need of improvement and aided in the creation of our school goals.

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.** Teachers will improve their practice which will affect student achievement in a positive way.
- G2.** Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards.
- G3.** Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's.

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. Teachers will improve their practice which will affect student achievement in a positive way. 1a

G072566

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Teacher attended training for the implementation of the Learning Focused Planning during the summer and during preplanning.
- Teacher receive 45 minutes of common planning time daily to collaborate with grade level teams.

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity with new Learning Focused Lesson Planning.

Plan to Monitor Progress Toward G1. 8

Data from Marzano walkthroughs, informal, and formal observations will be collected and analyzed.

Person Responsible

Jason Reeves

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Teacher observational data will be used to determine how effectively teachers are implementing the standards based curriculum and using best practices to promote student learning.

G2. Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards. 1a

G072567

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	82.0
Math Achievement District Assessment	62.0
Math Gains District Assessment	60.0

Resources Available to Support the Goal 2

- Engage NY book with lessons and standards based assessments
- The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance, and establishing collegiality and professionalism throughout the 2015-2016 school year.
- A comprehensive math system (formative assessments, PLCs, lesson plans, rubrics for each standard) developed by the FL DOE, Mathematics Formative Assessment System (MFAS), was adopted by the district.

Targeted Barriers to Achieving the Goal 3

- There is a new state assessment that is aligned to new standards.

Plan to Monitor Progress Toward G2. 8

Quarterly data from standards based assessments will be monitored to determine how successful students are performing.

Person Responsible

Jason Reeves

Schedule

Quarterly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Student scores on standards based assessments and the FSA will be evidence of how well our math curriculum was implemented.

G3. Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's. 1a

G072568

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	88.0
ELA Achievement District Assessment	60.0
ELA/Reading Gains District Assessment	60.0

Resources Available to Support the Goal 2

- Common planning time.
- Computerized program to provide individual targeted remediation to students at all levels.
- Three professional development days have been reserved for need-based training during the school year.
- Teachers of ELA will attend regular PLCs.

Targeted Barriers to Achieving the Goal 3

- New state standards

Plan to Monitor Progress Toward G3. 8

Data from formative assessments being given to students with PMP's will be collected by our guidance counselor on a monthly basis.

Person Responsible

Jason Reeves

Schedule

Monthly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Graphs will be created showing the results of formative assessments being given to all students with PMP's.

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. Teachers will improve their practice which will affect student achievement in a positive way. **1**

 G072566

G1.B1 Unfamiliarity with new Learning Focused Lesson Planning. **2**

 B189279

G1.B1.S1 Teachers received training in the implementation of Learning Focused Lesson Planning. **4**

 S200657

Strategy Rationale

Teacher will become more familiar with the lesson framework and thereby understand their standards more deeply.

Action Step 1 **5**

Learning Focused Lesson Plan instruct through PLCs.

Person Responsible

Carmen McKinney

Schedule

Monthly, from 8/20/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

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

Classroom observations and the collection of lesson plans

Person Responsible

Jason Reeves

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans will be collected and evaluated by the administration.

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

Lesson plans will be evaluated and teachers will receive feedback

Person Responsible

Jason Reeves

Schedule

Monthly, from 8/20/2015 to 6/3/2016

Evidence of Completion

Lesson plans will be collected and evaluated by the administration. Teachers will be given feedback.

G2. Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards. 1

G072567

G2.B1 There is a new state assessment that is aligned to new standards. 2

B189280

G2.B1.S1 Teachers received extensive training in Methodology during the summer. Administration will monitor the implementation throughout the school year. 4

S200658

Strategy Rationale

Methodology is a researched-based program that will help improve students' conceptual knowledge of mathematical practices.

Action Step 1 5

Methodology Training

Person Responsible

Jason Reeves

Schedule

On 8/6/2015

Evidence of Completion

Lesson plans

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

Administrators will review lesson plans and conduct observations.

Person Responsible

Jason Reeves

Schedule

Weekly, from 9/1/2015 to 4/22/2016

Evidence of Completion

Lesson plans

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

Administration will monitor implementation through formal and informal observations.

Person Responsible

Jason Reeves

Schedule

Weekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

FSA and iReady scores.

G3. Teachers will use differentiated instruction during the reading block and intervention time to target deficiencies in students in Tier Two and Three. Students in Tier Two and Three will show progress towards their goals stated on their PMP's. 1

 G072568

G3.B1 New state standards 2

 B189281

G3.B1.S1 Implementation of the Learning Focused Planning framework. 4

 S200659

Strategy Rationale

Teachers will create lesson plans that are standards based and differentiated.

Action Step 1 5

Common Planning time.

Person Responsible

Jason Reeves

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Agendas and PLC meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will monitor implementation through Marzano observations during class instruction.

Person Responsible

Jason Reeves

Schedule

Weekly, from 9/1/2015 to 5/20/2016

Evidence of Completion

iObservation data gathered through informal and formal observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Fidelity of Learning Focused lesson plans will be monitored through classroom walkthroughs, informal observations and formal observations.

Person Responsible

Jason Reeves

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Marzano data and Lesson plans

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	Learning Focused Lesson Plan instruct through PLCs.	McKinney, Carmen	8/20/2015	Lesson Plans	6/3/2016 monthly
G2.B1.S1.A1	Methodology Training	Reeves, Jason	8/3/2015	Lesson plans	8/6/2015 one-time
G3.B1.S1.A1	Common Planning time.	Reeves, Jason	8/18/2015	Agendas and PLC meeting notes	6/3/2016 daily
G1.MA1	Data from Marzano walkthroughs, informal, and formal observations will be collected and analyzed.	Reeves, Jason	8/29/2014	Teacher observational data will be used to determine how effectively teachers are implementing the standards based curriculum and using best practices to promote student learning.	6/5/2015 weekly
G1.B1.S1.MA1	Lesson plans will be evaluated and teachers will receive feedback	Reeves, Jason	8/20/2015	Lesson plans will be collected and evaluated by the administration. Teachers will be given feedback.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom observations and the collection of lesson plans	Reeves, Jason	10/1/2015	Lesson plans will be collected and evaluated by the administration.	6/3/2016 monthly
G2.MA1	Quarterly data from standards based assessments will be monitored to determine how successful students are performing.	Reeves, Jason	10/20/2015	Student scores on standards based assessments and the FSA will be evidence of how well our math curriculum was implemented.	6/3/2016 quarterly
G2.B1.S1.MA1	Administration will monitor implementation through formal and informal observations.	Reeves, Jason	9/1/2015	FSA and iReady scores.	5/24/2016 weekly
G2.B1.S1.MA1	Administrators will review lesson plans and conduct observations.	Reeves, Jason	9/1/2015	Lesson plans	4/22/2016 weekly
G3.MA1	Data from formative assessments being given to students with PMP's will be collected by our guidance counselor on a monthly basis.	Reeves, Jason	9/8/2014	Graphs will be created showing the results of formative assessments being given to all students with PMP's.	4/30/2015 monthly
G3.B1.S1.MA1	Fidelity of Learning Focused lesson plans will be monitored through classroom walkthroughs, informal observations and formal observations.	Reeves, Jason	10/1/2015	Marzano data and Lesson plans	6/3/2016 weekly
G3.B1.S1.MA1	Administration will monitor implementation through Marzano observations during class instruction.	Reeves, Jason	9/1/2015	iObservation data gathered through informal and formal observations.	5/20/2016 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.

G2. Teachers will use resources from EngageNY and standards based curriculums to teach students with rigor relative to the Florida State Standards.

G2.B1 There is a new state assessment that is aligned to new standards.

G2.B1.S1 Teachers received extensive training in Methodology during the summer. Administration will monitor the implementation throughout the school year.

PD Opportunity 1

Methodology Training

Facilitator

Sarah Schaefer

Participants

k-6 teachers

Schedule

On 8/6/2015

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	Learning Focused Lesson Plan instruct through PLCs.	\$0.00
2	G2.B1.S1.A1	Methodology Training	\$0.00
3	G3.B1.S1.A1	Common Planning time.	\$0.00
Total:			\$0.00