

# John D. Floyd K 8 School Of Environmental Science



2015-16 School Improvement Plan

## John D. Floyd K 8 School Of Environmental Science

3139 DUMONT AVE, Spring Hill, FL 34609

www.edline.net/pages/hcsb\_jdfes

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Hernando County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of John D. Floyd School of Environmental Science is to promote a partnership with students, parents, and the community by providing a supportive educational environment enhanced by technology that encourages problem solving and responsible choices, thus preparing all to meet tomorrow's challenges.

##### **Provide the school's vision statement**

Attitude Determines Altitude...

#### School Environment

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

Every school year begins with an open house event which invites all students and their families to come on campus prior to the 1st day of school to familiarize themselves with the school campus and their teacher. All faculty and staff are present at this event so that parents can meet, not only the child's respective teacher for the school year, but they can also meet the receptionist who will greet them in the front office as well as the school nurse who will, on occasion, care for their sick child. Teachers prepare "get to know you" packets for every enrolled student and parents are encouraged to complete this activity with their student. Lines of communication are established via phone, text "remind101 app", and email. Individual grade levels host "back to school" curriculum nights during the 1st nine weeks of the school year and continue to do so on a quarterly basis as needed. Grade specific Certified School Counselors attend all lunches to support student needs daily.

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

Physical safety -- Parents are notified of school hours as well as office hours. John D. Floyd School of Environmental Science is a closed campus that is only accessible through the front office. The school operates under a zero tolerance bullying policy and district provides a student code of conduct which is made available to all parents and students in hard copy and via the district website. School wide behavior expectations are established and teachers with their students collaborate to create classroom rules. Many choose to have students sign an oath or declaration of what is acceptable behavior versus what is not. The Certified School Counselors facilitate classroom presentations to discuss bullying and harassment with all students and those rules and expectations are reinforced by administration during grade level assemblies. During this time, behavior expectations, school safety, and student code of conduct are outlined and discussed. All available faculty and staff have designated duty stations through out campus providing constant supervision before school, after school, and during passing times. John D. Floyd School of Environmental Science also practices appropriate drills regularly to ensure students know procedures in all types of emergencies.

##### **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**



Our school uses a team based planning and problem-solving approach to implement positive behavior support (PBS) within a multi-tiered system of support (MTSS). PBS is a proactive approach in that the students are taught what is expected of them in all school settings and rewarded daily for their appropriate behavior. It promotes reducing undesirable behavior by: systematically using data to identify appropriate supports for students, altering environments to prevent common problems, teaching appropriate skills, and rewarding appropriate behaviors.

Faculty training includes a rationale and lesson plans for teaching school-wide expectations and rules for common settings. The school-wide expectations are posted in all settings. Our expectations are incorporated into one word for all: SPLASH. The following are the SPLASH expectations: Showing respect, Positively participating, Listening to and following directions, Always doing your best, Staying on task, Having good manners.

**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 school ensures the social-emotional needs of all students are being met through the use of a Response to Intervention (RtI) program within a multi-tiered system of support (MTSS). RtI is a multi-tiered support program that uses a problem solving approach. It provides additional academic/behavior support from Teachers, Certified School Guidance Counselors, Behavior Specialist, Social Worker and School Psychologist to students in need. There are three tiers in which Tier 1 focuses on a more universal or classroom approach. Tier 2 provides additional small group support and Tier 3 is more intensive and provides more individual support. Students who need additional behavioral/emotional support will be included in skill building intervention strategies, as needed, along with the classroom based interventions. In addition, staff and students are exposed to daily character education through Project Wisdom morning announcements and monthly themes.

### 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**

Student attendance is monitored closely. Every two weeks the Data Entry Secretary provides a detailed Attendance report to the Guidance Department. Three, seven, and ten day letters are sent home and subsequent meetings are scheduled with parents to address concerns. Teachers also bring concerns to Guidance and Administration when students are absent for two or more consecutive days and the parent/guardian has not been in contact with the school. Wellness calls are placed by teachers and Guidance. Teachers communicate with parents via Edline and daily agenda. Failure reports are analyzed every nine weeks. Students not meeting academic proficiency levels in ELA and Math, on both statewide and grade level assessments, are provided intensive interventions and progress monitored frequently. Students not meeting behavioral expectations are also identified and provided intervention with progress monitoring. Guidance makes parent contact and teams plan parent conferences. Referral data is analyzed on a monthly basis by the PBS team. Teacher recorded behavior data is also analyzed by guidance who over sees school wide PBS. Students identified as not proficient on statewide assessments are placed in an intensive reading/math class respectively. Grade level data chats are conducted every two weeks to identify students not meeting proficiency and/or behavior expectations, monitor progress and make instructional decisions. The School-based Leadership Team (SBLT) meets monthly to monitor school-wide data.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	33	34	50	30	35	31	30	27	35	305
One or more suspensions	4	5	10	13	14	22	9	9	15	101
Course failure in ELA or Math	17	2	2	6	7	3	3	9	10	59
Level 1 on statewide assessment	0	0	0	23	18	27	21	20	23	132

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	18	8	16	24	44	50	52	37	57	306

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

The Master schedule has embedded Response to Intervention (RtI) time for K-5 for both reading and math. During this 30 minute small group instruction block, students are provided intensive intervention on targeted skills. All available personnel are facilitating remediation groups or enrichment projects. A Reading Resource teacher provides daily, intensive intervention to Tier III students. For students who require speech services our speech therapist utilizes a partial inclusion model. Students assigned to In School Suspension are provided small group instruction by the ISS Monitor. Middle school students identified as not proficient on state wide assessments are placed in an intensive math and/or reading classes. Professional development in the Multi-tiered System of Supports (MTSS) is provided to all staff facilitating interventions and/or enrichment within the first 4 weeks of school. Test item analysis is utilized on grade level, common assessments to identify core instructional issues and plan for targeted re-teaching of standards. Grade level data chats are conducted every two weeks to identify students not meeting proficiency and/or behavior expectations, monitor progress and make instructional decisions. The School-based Leadership Team (SBLT) meets monthly to monitor school-wide data.

### **Family and Community Involvement**

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

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

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

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

At the beginning of every school year, we host an Open House where parents are invited to meet the teachers, visit classrooms and tour the campus. During this event representatives from PTSA, SAC, Education Foundation, YMCA, and Hernando County Public Library are among the many organizations available to talk with families about school and community initiatives, as well as, parental involvement. Our Volunteer Coordinator is also available to facilitate the volunteer process

with parents and family members. Parents are kept informed of their child's progress on a daily basis via agenda's and Edline. Important information about school activities is also posted regularly on our Facebook page. PTSA hosts many activities to support John D. Floyd School of Environmental Science. These include Ditch the Duds for a cause monthly, Holiday House, social events and Movie Nights.

**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**

John D. Floyd School of Environmental Science has developed partnerships with many local businesses in the Hernando County community and have received support for events such as teacher luncheons during preschool week and teacher appreciation week. Local businesses donate incentives for students who achieve academic excellence and are part of the reward and recognition process for PBS. As an environmental science focused school, we have partnered with several business to help establish our Aquaponics ponds for students to have hands on experience with the nature of science. We have also developed cross curricular initiatives between science and physical education. This initiative led to two local bike shops donating a set of bicycles for students to use during class time to explore the outdoors and meet physical education requirements.

### 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
Young, Jamie	Principal
Shaw, Debbie	Assistant Principal
Anderson, Kara	Teacher, K-12
Audette, Edward	Teacher, K-12
Barrett, Charles	Teacher, K-12
Blazsek, Aaron	Teacher, K-12
Brennan, Eileen	Teacher, ESE
Grover, Lisa	Teacher, K-12
Johnson, Linda	Teacher, K-12
Kirchman, Patrick	Teacher, K-12
Kraut, Amy	Teacher, K-12
Pinder, Rachelle	Teacher, K-12
Roth, Susan	Administrative Support
Stimmel, Linette	Teacher, K-12
Stoessel, Amy	Teacher, K-12
Swartout, Tammy	Guidance Counselor
Natale, Dana	Teacher, K-12
Vossler, Doreen	Teacher, K-12

##### Duties

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

The school based leadership team(SBLT) which consists of the Administrative Team, School Counselors, Assessment, and all Team Leaders is scheduled to meet monthly to discuss status of school initiatives driven by the SIP. During this time the team has open discussion regarding student progress monitoring data, curriculum/resource concerns, walkthrough data, professional development, status of the MTSS process and students who are moving through the tiers. Administration on a regular basis attends grade level team meetings to discuss student data, the instructional needs of the team, and how/what resources are needed at this particular time to help makes students successful. SIP strategies are evaluated based on effectiveness and if changes are to be made, communication is formulated and distributed. Walk-throughs are done on a daily basis and observations are discussed. Prior professional development opportunities are evaluated on their continued effectiveness and new opportunities are planned. Exemplary practices are shared with faculty and collegiality is encouraged. The Teacher on Administrative assignment is facilitating the over all school MTSS process. Together with guidance and classroom teachers, data is analyzed and resources are allocated to students.

***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***

As a non-Title 1 school, all professional development is paid through Title II funds. All PD is facilitated by instructional leaders, administration, and district assigned reading/math coaches. Professional Development is determined by district initiatives and school based needs assessment. Needs are assessed on a daily basis depending on walk-through observations and subsequent reflection. Teachers are provided opportunities to schedule visits to other classrooms and neighboring schools to observe best practices. To increase opportunities for additional tiered support based on student performance the master schedule was redesigned to increase student support and maximize key personnel during DIVE (Tier 2 and Tier 3 instruction). The master schedule was re-organized to allow for grades k-5 to provide enrichment and tiered support across the campus at a specific time, by grade level to increase availability of personnel while providing Tiered support. In grades 6-8 intensive math and reading is provided in place of an elective for students who are not proficient in reading and/or math.

**School Advisory Council (SAC)****Membership:**

Name	Stakeholder Group
Juan Triana	Parent
Lori White	Teacher
Jennifer O'dell	Teacher
Arlene Cotto	Teacher
Annie Jordan	Parent
Stacey Donohue	Teacher
Dodee Vossler	Teacher
Amber Holmes	Parent
Kevin McManus	Teacher
Amy Parks	Teacher
Stacey Donohue	Teacher
Wendi Rode	Parent
Jessica Touati	Parent
Akindeji Hill	Parent
Jennifer Pontrelli	Parent
Susan Roth	Teacher
Mary Frank	Teacher
Joshua Miller	Parent
Terisha Miller	Parent
	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 activities of the School Advisory Council are as follows: assisted in developing, reviewing and monitoring the implementation of the School Improvement Plan for school improvement and increased student achievement, assisted in planning school-based, academic related parent involvement activities, such as Parent Information Nights, and provided feedback on the quality of the school and suggestions to improve areas of concern. Administration presented SIP updates throughout the year which focused on meeting our goals, overcoming barriers, and offering effective strategies.

### *Development of this school improvement plan*

Our first SAC meeting for the 2015-2016 school year was held on September 1, 2015. The Chair presented the Council of Council's Report which reviewed the purpose of SAC-Quality Education through support of SIP and our goals. Afterwards, the Principal led a discussion and received input from members on the evolution of our School Improvement Plan. The members offered feedback on the main goal and focus of Professional Development to improve instructional practices and student achievement. Future meeting dates were selected and plans were made to update SAC on progress meeting goals.

### *Preparation of the school's annual budget and plan*

The activities of the School Advisory Council involving budgets and plans are as follows: contributing input on policy development, reviewing and approving SAC budget proposals through approved SAC member votes, being well-informed about the various programs John D. Floyd K-8 offers, such as our Environmental Science programs, assisting in the recruitment efforts to ensure that the SAC is an adequate representation of all stakeholders to include the principal, assistant principal, faculty members, parents, students, local business people and community members, and learning as much information as possible about John D. Floyd K-8 School of Environmental Science and using the information gathered to create a plan that will help our school and its children become more successful.

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

\*\$6,019.20--July beginning balance

\*\$2,088.24--Agendas (K-5)

\*\$250.00—Economic Project- PBS

\*\$500.00--Newspaper (School Newspaper)

\*\$3,180.96—Balance

Pending requests--

RC licensing \$1,250.00

Splash rewards \$250.00

MS Agenda's

***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
Lobianco, Joan	Teacher, K-12
Pinder, Rachelle	Teacher, K-12
Cohen, Sara	Instructional Media
Shaw, Debbie	Assistant Principal
O'dell, Jennifer	Teacher, K-12
Roth, Susan	Administrative Support
Young, Jamie	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team meetings are held monthly beginning in October. The purpose of the Literacy (Reading) Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Administrative Team (Principal, Assistant Principal, Elementary Assistant Administrator) promotes the culture of reading throughout the school by being active members of the team. The Reading Leadership Team plans literacy activities and or events that promote best practices among teachers. The Team promotes that



every teacher teaches reading and as such must be involved with the school-wide reading initiatives such as Reading Counts. The Assistant Principal, as a key member of the team, uses collaborative efforts to coordinate with the reading department chair and district reading coaches to provide the necessary professional development that improves: The knowledge of teachers, the use of effective instructional strategies, methods, and skills, the use of challenging state academic content standards and student academic achievement standards.

### Public and Collaborative Teaching

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

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

Professional Learning Community (PLC) opportunities are embedded within the Master Schedule utilizing a common, teacher planning time. A Professional Development Plan has been created based on current data. Meaningful professional development is provided, including collaboration on lesson plans, focused discussions on instructional delivery, problem solving and use of common assessments. Teachers work collaboratively to make data based Instructional decisions regarding core instruction and students not meeting academic proficiency. Grade level data chats are conducted every two weeks to monitor student progress, target specific standards needing reteaching and adjust interventions as needed. Teachers in grades 2 - 5 work as departmentalized teams, teaching either ELA/Social Studies or Math/Science. This provides opportunities for collaborative planning of instruction, common behavior expectations and utilizing each other as a resource to become expert teachers in their specific content area. Grade level teacher walk-through opportunities will be provided throughout the year with follow-up time for feedback, reflection and sharing of ideas.

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

Our administrative team is visible on campus daily and conduct regular classroom walk-throughs, Positive feedback is provided before leaving each classroom in the form of a sticky note placed in a strategic location.. Administration participates in parent conferences, staffings, and Individual Problem Solving meetings to support teachers in academic and behavioral instructional decisions. Mentors are assigned to first year teachers, teachers new to the district and any teacher in need of support. New Teacher/Mentor meetings are facilitated by the Assistant Principal monthly to provide a safe supportive environment for new teachers to express feelings, share ideas, and discuss issues/concerns specific to being a first year teacher. Veteran teachers are invited to provide specific information and/or professional development as needed to new teachers. Teachers/teams are involved in the interview process when positions become vacant. Monthly professional development opportunities are provided focusing on specific, grade level PD needs and Model Classroom Best Practices. Teachers also are afforded opportunities and encouraged to observe other teachers at John D. Floyd School of Environmental Science or other neighboring schools.

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

A highly effective veteran teacher is assigned as Floyd's Lead Mentor. All first year teachers are assigned a CET certified Mentor to provide assistance and support in the learning process associated with the first year of teaching. Mentors are paired with mentees based on common grade levels, content areas and/or areas of expertise. New Teacher/Mentor meetings are held monthly and facilitated by the Assistant Principal where professional development specific to the needs of a new teacher is provided, as well as, a safe, open forum for meaningful discussions. Teachers who identify themselves as needing assistance are paired with a fellow colleague to provide support and direction. New teachers are given the opportunity to visit model classrooms to observe best practices and procedures. Reciprocally, mentor

teachers conduct informal observations of new teachers and provide feedback and reflection opportunities. Planned activities include professional development in the MTSS process, how to access and utilize student data, who to go to for what, the Danielson Framework for Teaching, classroom management strategies, unpacking standards/lesson planning and how to conduct a meaningful parent conference.

## **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***

The District Office has provided training on implementing Florida Standards and Curriculum Resource Maps have been created/provided as the tools to guide instruction. Administration conducts regular classroom walk-throughs in order to monitor use of the Resource Maps, lesson plans, the alignment of Essential Questions/Standards/Objectives and materials used to support instructional delivery. Teachers have access to CPALMS and are encouraged to use this resource. Continuous Professional development in how to unpack the standards is embedded in the Professional Development Plan.

#### **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***

Administration facilitates school wide data chats and the team leaders facilitate grade level data analysis meetings. School wide data analysis provides direction for master schedule opportunities to accommodate for both enrichment and remediation. Student data is used to plan for differentiated centers within the classroom and intensive intervention for students not meeting academic proficiency. The Reading Resource Teacher is involved in the grade level planning to be able to support classroom instruction and facilitate the Tier III process. Both elementary and secondary master schedules were revised to accommodate common planning for professional development and data discussion around progress monitoring data and common assessment, as well as, embedded Response to Intervention (RtI) times.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** After School Program

**Minutes added to school year:** 0

STEAM

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Young, Jamie, young\_j@hcsb.k12.fl.us

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

John D. Floyd School of Environmental Science hosts a Kindergarten Round Up in May for students who are zoned for the elementary school. Incoming Kindergarten students and their families are invited to meet the teachers, tour the classrooms, media center, cafeteria, playground, and take a ride on a school bus. Kindergarten expectations of skills are provided. The Kindergarten Team provides materials, strategies and suggestions on how parents can work with their incoming Kindergarten student at home in order to help support their academic success. In August, a separate Kindergarten Open House occurs the week prior to school starting to allow students to meet the teacher they are assigned to and see their classroom. For our students in the middle grades, we allow for acceleration opportunities through online eschool instruction as well as providing Algebra on campus. Acceleration of high school classes has doubled this year in hopes of providing students an opportunity to earn high school credits prior to entering high school. For students leaving John D. Floyd School of Environmental Science to enter high school, we invite zoned high schools to visit during school lunches to present specialty programs and provide opportunities for respective athletic departments to provide students with information on processes and eligibility.

**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**

Middle school students with a history of academic success have the opportunity to take advanced classes and/or high school classes on our campus either in a traditional classroom and/or eHernando.

CAPE classes are being offered for industry certification opportunities for students in 5th and 6th grade. These courses include Web Design and Word Processing certificates.

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

Students may take classes on eHernando while on our campus in place of an elective to earn industry certification. CAPE is available beginning in the 5th grade through enrichment during DIVE

time daily with a focus on Gaming Essentials Certificates. Students in middle school also have the opportunity to participate in a CAPE certificate course. Currently we are focussed on the Web Design Essentials certificate for sixth grade students who show interest in a certificate. Our program will expand to add additional levels each year to will have a complete CAPE program 3rd through 8th grades.

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

N/A

***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***

N/A

## 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.

### Problem Analysis Summary

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

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

## Strategic Goals Summary

**G1.** If the staff focuses on professional development tied to standards, then instructional practices will improve; thus increasing student achievement.

### 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 the staff focuses on professional development tied to standards, then instructional practices will improve; thus increasing student achievement. **1a**

#### Targets Supported **1b**

 **G072945**

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

#### Resources Available to Support the Goal **2**

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#### Targeted Barriers to Achieving the Goal **3**

- Lack of time for infused professional development within the school day.

#### Plan to Monitor Progress Toward G1. **8**

Administration will review Classroom Walk-through reports, student assessment data, and grades.

#### Person Responsible

Jamie Young

#### Schedule

On 5/25/2016

#### Evidence of Completion

Lesson plans will be monitored for evidence of instructional strategies modeled during professional development opportunities and alignment of standards. Administrative Walk-throughs will focus on district "Look fors."

## 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 the staff focuses on professional development tied to standards, then instructional practices will improve; thus increasing student achievement. **1**

 **G072945**

**G1.B1** Lack of time for infused professional development within the school day. **2**

 **B190456**

**G1.B1.S1** Embedded time for Professional Development in the Master Schedule during teacher planning time and before/after school. **4**

 **S201883**

### Strategy Rationale

Embedding time into the Master Schedule ensures a consistent time designated for professional development for all grade levels.

### Action Step 1 **5**

Master Schedule was revised to include embedded time for professional development utilizing teacher common planning times.

### Person Responsible

Debbie Shaw

### Schedule

Biweekly, from 9/9/2015 to 5/18/2016

### Evidence of Completion

ERO Session Sign-In Sheets

## Action Step 2 5

District Instructional Practice Coaching Day's embedded into the PD calendar for additional support in use and implementation of District Resource Maps.

### **Person Responsible**

Debbie Shaw

### **Schedule**

Biweekly, from 9/10/2015 to 5/25/2016

### ***Evidence of Completion***

Follow up discussion with Instructional Practice Coaches and administrative team.

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

Administrative classroom walk-throughs, School-based Leadership Team Data Chats,

### **Person Responsible**

Jamie Young

### **Schedule**

Weekly, from 9/9/2015 to 5/25/2016

### ***Evidence of Completion***

Walk-through data uploaded to Observation 360, data collected using the Data Trend Tool

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

### **Person Responsible**

### **Schedule**

### ***Evidence of Completion***

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

Improved instructional practice through the use of professional development.

**Person Responsible**

Jamie Young

**Schedule**

Weekly, from 9/9/2015 to 5/25/2016

**Evidence of Completion**

Evidence of effectiveness monitored through student work and assessment data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7****Person Responsible****Schedule****Evidence of Completion****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	Master Schedule was revised to include embedded time for professional development utilizing teacher common planning times.	Shaw, Debbie	9/9/2015	ERO Session Sign-In Sheets	5/18/2016 biweekly
G1.B1.S1.A2	District Instructional Practice Coaching Day's embedded into the PD calendar for additional support in use and implementation of District Resource Maps.	Shaw, Debbie	9/10/2015	Follow up discussion with Instructional Practice Coaches and administrative team.	5/25/2016 biweekly
G1.MA1	Administration will review Classroom Walk-through reports, student assessment data, and grades.	Young, Jamie	9/9/2015	Lesson plans will be monitored for evidence of instructional strategies modeled during professional development opportunities and alignment of standards. Administrative Walk-throughs will focus on district "Look fors."	5/25/2016 one-time
G1.B1.S1.MA1	Improved instructional practice through the use of professional development.	Young, Jamie	9/9/2015	Evidence of effectiveness monitored through student work and assessment data.	5/25/2016 weekly
G1.B1.S1.MA1	[no content entered]			one-time	

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	Administrative classroom walk-throughs, School-based Leadership Team Data Chats,	Young, Jamie	9/9/2015	Walk-through data uploaded to Observation 360, data collected using the Data Trend Tool	5/25/2016 weekly
G1.B1.S1.MA1	[no content entered]			one-time	

## 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 the staff focuses on professional development tied to standards, then instructional practices will improve; thus increasing student achievement.

**G1.B1** Lack of time for infused professional development within the school day.

**G1.B1.S1** Embedded time for Professional Development in the Master Schedule during teacher planning time and before/after school.

### PD Opportunity 1

Master Schedule was revised to include embedded time for professional development utilizing teacher common planning times.

#### Facilitator

District Instructional Practice Coaches, Grade level expert teachers

#### Participants

All Instructional Staff grades K-8

#### Schedule

Biweekly, from 9/9/2015 to 5/18/2016

### PD Opportunity 2

District Instructional Practice Coaching Day's embedded into the PD calendar for additional support in use and implementation of District Resource Maps.

#### Facilitator

District Instructional Practice Coaches both Elementary and Middle School

#### Participants

All Instructional Staff grades K - 8

#### Schedule

Biweekly, from 9/10/2015 to 5/25/2016



## 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	Master Schedule was revised to include embedded time for professional development utilizing teacher common planning times.	\$0.00
2	G1.B1.S1.A2	District Instructional Practice Coaching Day's embedded into the PD calendar for additional support in use and implementation of District Resource Maps.	\$0.00
Total:			\$0.00