Hernando County School District

Explorer K 8

2015-16 School Improvement Plan

Explorer K 8

10252 NORTHCLIFFE BLVD, Spring Hill, FL 34608

www.edline.net/pages/hcsb_ek8

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All stakeholders in our community will work collaboratively to promote an environment of high expectations where all of our young explorers (students) will have the opportunity to receive a quality, interactive education in a nurturing, safe and secure environment.

Provide the school's vision statement

Explore today....Conquer tomorrow!

School Environment

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

Explorer K-8 is a Title I School. Many of the programs provided are family and community based that help Explorer build positive relationships with students and families. These are accomplished by teachers with support from Title I site-based and district staff members. Title I staff will support various school events and meetings throughout the school year to assist and educate families. Teachers use informal surveys at the beginning of the year to learn about their students and their families. Teachers have data chats with students and keep detailed narrative notes as needed.

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

Explorer has duty stations where teacher and staff monitor students outside and inside the campus. School teachers and staff use a school behavior initiative - Positive Behavior Supports (PBS) to help students feel welcome and safe at school at all times. The school also has a School Resource Officer which helps maintain safety and helps build positive relationships between school and community stakeholders.

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

Explorer K-8 participates school- wide in Positive Behavior Support (PBS). We teach our students positive behavior through our R.O.A.R. expectations which address: Respect, On task behavior, A+ attitude, and Responsibility. Teachers create their classroom management programs based on these expectations and students are rewarded for positive behaviors. Student rewards are provided through experiences and events throughout the school year.

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

Explorer K-8 MTSS Problem Solving Team provides leadership to help all stakeholders comply with the school's MTSS plan. Guidance counselors and behavior specialists provide student support through individual and group meetings. Students are also serviced via; Functional Behavior Assessments (FBA) and Behavioral Intervention Plans (BIP). Guidance and other school staff also

monitor student needs to other behavior plans or other interventions. Our school's guidance counselors review behavior and discipline data via RtI-B to monitor progress to aid student support.

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

Explorer K-8's early warning systems include:
Explorer K-8 MTSS plan: Utilizes strategies to help students to become successful at school. Using a perfect attendance initiative and a tardy policy, Explorer K-8 has put into place components to help our students strive for academic excellence. Students receive recognition for upholding the ROAR standards.
Attendance: When students fall below the 90 percent attendance rate, guidance counselors and the school social worker meet with parents to discuss truancy and develop a plan of action to improve attendance. Explorer K-8 also has a site-based perfect attendance committee which recognizes perfect attendance each month to students and parents with rewards provided by the PTSA.
Suspensions: Discipline data is reviewed during data chats. The Core MTSS SBLT reviews the data to determine behavior interventions for students experiencing one or more suspensions.
Course Failure: The Middle School procedure requires that administrators receive quarterly reports from teachers regarding all students who are currently failing courses, plus a submission of a plan of action to close the gaps for those students. Elementary teachers schedule a problem solving meeting with an MTSS/RtI coordinator when students start exhibiting failing grades. Strategies are implemented which are designed to close gaps.
Level 1 State Assessments: Middle School students who previously earned a Level 1 in Reading or Math are placed in Intensive Courses. Intensive Math and Reading teachers use interventions to close the gaps between poor performing students and their grade level peers, as evidenced by progress-monitoring 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	8	14	21	16	44	8	17	10	11	149
One or more suspensions	2	9	10	10	11	14	20	31	25	132
Course failure in ELA or Math	13	6	11	27	2	0	1	2	3	65
Level 1 on statewide assessment	0	0	0	17	0	27	0	0	60	104

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	4	3	3	11	5	12	11	19	6	74

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

When students are identified by teachers as not meeting grade level benchmarks, Tier 2 interventions are put into place immediately. These interventions are designed to meet the specific areas of deficiency. If students are unable to close the gap with the interventions in place, the MTSS team meets to problem solve and evaluate the need for Tier 3 interventions.

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/188872.

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

Through the scheduling of monthly Title I Committee meetings, held in conjunction on the same night with PTSA and SAC, we are able to sustain and nurture our partnerships with the local community. All stakeholders are provided information on the status of student achievement and are given the opportunity to review and evaluate the school's goals for improvement. The Title I staff collaborates with all stakeholders to provide highly effective parent workshops. They are able to utilize this partnership to secure resources that will be used to support student achievement. In addition to encouraging parents/ families to attend our leadership meetings (Title I Committee, PTSA, SAC, Literacy Leadership Team and Family Involvement Team-District) we also partner with community organizations. During our Annual Title I Meetings we will invite local business partners to help support our school. We survey the participants after each parent event to obtain feedback on how the process is working to ensure the partnerships are sustained.

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
Kidder, Barbara	Principal
DiTucci, Lillian	Assistant Principal
Witt, Roxanne	Other
Barrett, Melinda	Instructional Coach
Fischer, Jocelyn	Instructional Coach
Baker, Donna	Guidance Counselor
Sardogan, Carmela	Guidance Counselor
Ridenour, Ana	Guidance Counselor
Healy, Chris	Assistant Principal
Kline, Crystal	Psychologist
Weed, Donald	Instructional Coach
Anderson, Erin	Instructional Coach
Eineman, Wanda	Instructional Technology
Pinder, Rachelle	Other

Duties

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

Principal (Mrs. Barbara Kidder): Provides a common vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decisions, ensures the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS/RtI team decisions, and communicates with all school stakeholders' relevant MTSS plans and activities. She meets with each team (elementary) and department (middle school) for data chats using progress monitoring data. These meetings address school-wide and grade level data to help identify and address data trends.
Assistant Principals (Mrs. Lillian DiTucci and Mr. Chris Healy): Support the principal's vision that leads and guides the team's decision making and procedure development. They support and emphasize the use of data based decisions, ensure the school based team is implementing MTSS and that all school members are employing intervention support and documentation based on grade level PBS/ RtI team decisions, ensure MTSS professional development is provided to staff, and communicate with all school stakeholders' relevant MTSS plans and activities. They both address grade level, classroom, and individual data by conducting classroom walk-throughs to monitor the fidelity of instruction and interventions.
Title I Instructional Practice Coach - MTSS/DI Coordinator (Melinda Barrett): Supports the principal's vision and guides the team's decision making and procedure development. She facilitates individual student meetings and participates in the collection, interpretation, and analysis of data by facilitating and monitoring the intervention plans. She provides support for intervention fidelity and documentation. She provides MTSS professional development and technical assistance for problem-solving activities for all elementary teachers. She supports the school's MTSS process for all middle school teachers. She provides professional development and technical assistance for problem-solving activities school-wide. She also supports the principal's vision and actively participates in data driven grade level RtI-B meetings to determine Tier 1 and Tier 2 interventions for PBS. She coordinates individual student meetings and participates in the collection, interpretation and analysis of data. She provides assistance with the implementation and monitoring of the school-wide Positive Behavioral Support (PBS) component of MTSS. She provides interventions and documentation strategies for all teachers. She develops and conducts professional development in-service activities

to provide staff with additional information on: basics of behavior analysis; data collection; antecedent control of behaviors; effective use of consequences and aggression control or prevention.

Title I Facilitator (Rachelle Pinder): Supports the principal's vision that leads and guides the team's decision making and procedure development. She supports and emphasizes the use of data based decision, ensures the school based team is implementing MTSS and that Title I regulations are adhered to, proves MTSS professional development to staff when appropriate, and communicates with all school stakeholders relevant MTSS plans and activities. She has a special role to relay information from district Title I meetings to the school based MTSS team. She is responsible for the coordination and integration of federal, state, and local services and programs for EK-8.

Assessment Teacher (Roxanne Witt): Gathers and disaggregates school assessment data; identifies and analyzes problem areas within the data; organizes, supports and monitors assessments and screenings being given at grade level or school-wide.

Guidance Counselors (Carmela Sardogan, Donna Baker and Ana Ridenour): Collect, analyze, and interpret school-wide, grade level, subgroup and individual student data. They facilitate the development/adoption of intervention plans, forms and procedures. They provide professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. They attend individual student meetings based on the grade levels they serve, as well as establish and facilitate social skills groups and individual/group counseling sessions.

School Psychologist (Crystal Kline): Participates in collection, analysis, and interpretation of school-wide, grade level, subgroups and individual student data. She facilitates development/adoption of intervention plans, forms, and procedures. She provides MTSS professional development, support, and technical assistance for problem-solving activities, including data collection, data analysis, and intervention planning. She attends and participates in grade level PBS/RtI grade level meetings, and provides support for intervention fidelity and documentation.

Instructional Practice Coaches (Erin Anderson, Wanda Eineman, Donny Weed, and Jocelyn Fischer): Actively participate in data driven team and department level MTSS meetings to determine Tier 2 and Tier 3 interventions. Additionally, they are involved in determining additional resources to use with Tier 3 students. They train staff on chief programs and processes related to subject areas and provide support through the coaching cycle for Tier 1 instruction.

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

Explorer K-8 school's SBLT will focus on solving problems identified with our student performance data; using current data the team will identify school-wide, grade level, and subgroup problem areas and apply problem solving techniques to design appropriate researched based interventions and strategies aimed at improving these problem areas. The team will meet bi-monthly to discuss current assessment data such as iReady (K-2) FAIR (Grades 3-8), SAM, Pearson SuccessMaker progress monitoring data, etc. We will analyze school-wide level, grade level, individual teacher and then subgroup data. Based on this information the team will develop interventions for the problem areas, identify professional development needs, then communicate with and train the staff. Various members of the team will meet on an as needed basis with grade level PBS/RtI teams to assist in data analysis, problem solving, and focus lesson development; persistent problems will be brought back to the SBLT meetings for further investigation.

Individual student data, both academic and behavioral, is the basis for determining the development and implementation of the School Improvement Plan (SIP). SIP development team teachers survey the staff, analyze student performance, discipline, and attendance data, and then develop the goals, barriers, strategies and evaluation processes and tools aimed at improving student performance at EK-8. Weekly MTSS team meets to examine new student performance data. The MTSS problem

solving process is applied to the new data; data is analyzed, problem areas identified, interventions developed, and tracking methods established, then trainings and interventions are applied which are all designed to meet the SIP goals. The MTSS committee re-evaluates these strategies as they review the next set of performance data and modifications are made when data indicates a need to fine-tune strategies as well as implement or exit students from the process. The MTSS team determines school-based, grade level, and subject-level needs. In addition, the team ensures students are receiving appropriate Tier 1, 2 and 3 services/interventions with fidelity. The team further evaluates the professional development needs of the staff and appropriate tools for the overall implementation of MTSS to increase successful infrastructure development.

Explorer K-8 is a school-wide Title I program. Following the Technical Assistance guideline provided by the LEA District Title I department, Explorer K-8 is dedicated to providing a supplementary Title I education service for all students. The Title I Facilitator (TIF) collaborates with the District's Coordinator of Family Involvement to build home support networks that will facilitate targeted student success. The TIF will coordinate with the SBLT to provide tutoring for targeted students based on the previous school year data: FSA, FCAT, FAIR and SAM scores. The Title I (Part A) services at Explorer K-8 will be coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English Language Learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplemental services for our disabled students (SWDs). District Title I funds are used to provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services.

During the end of the year Title I Comprehensive Needs review it has been determined that there is a need for increasing the amount of time for instruction in reading, math, writing and science for a select targeted student population. Using criteria formulated by the MTSS's RtI process, students will be invited to attend the Title I Extended Learning program. The students will be monitored by the tutors (highly qualified teachers) using a pre/post test data. The targeted students will have their individual progress analyzed and reported to all stakeholders. Pearson SuccessMaker data will be cross-referenced with State assessment tests and Performance Matters data to determine effectiveness of the Title I Extended Learning program.

Explorer K-8 Data Chats with core curriculum teachers during scheduled times will be used to discuss changes in instruction, strategies, and/or school improvement activities. Teachers will work in collaboration with the Instructional Practice Coaches (IPCs) to disaggregate the student data for core curriculum. The IPCs associated with blended technology will be working with KG- 5th Grades and middle school math and science teachers. All of these teachers will be utilizing Promethean board technology to increase student engagement in the classroom.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gary Korman	Parent
Barbara Kidder	Principal
Christopher Healy	Principal
Lillian DiTucci	Principal
Gisette Korman	Teacher
Jessica Matos	Teacher
Jeannine Rotella	Teacher
Alice Ulgasan	Education Support Employee
Jocelyn Fischer	Teacher
Heather Dono	Parent
Crystal Silverthorn	Parent
James Thedford	Parent
Donny Weed	Teacher
Melissa Greenbaum	Parent

Duties

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

Evaluation of last year's school improvement plan

Title I provided a rubric for SAC members to evaluate the criteria in the School Improvement Plan. Each member was allowed the opportunity to express concerns and give feedback on the school's goals and objectives. SAC members agreed that the SIP goals had been met with satisfaction.

Development of this school improvement plan

SAC members are invited to contribute suggestions on the direction of the goals for the 2015-2016 school year. The draft SIP is presented to the committee for review, revision and approval by all stakeholders. A checklist of mandatory components is given to the SAC members to evaluate the draft, which will enable all stakeholders to voice their agreement or disagreement on the draft.

Preparation of the school's annual budget and plan

The school's SAC annual budget is presented to the committee so that the members are aware of how all monies are being spent. This allows the committee to be constantly updated on the status of the budget.

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

In the year 2014-2015 the School Advisory Council funded 126 subscriptions to Planbook.com to provide a structured format for teachers to develop and submit lesson plans to administrators for bi-weekly review. The cost of this subscription was $8.00 per teacher for a total of $936.00.
The School Advisory Council has also drawn up a plan to purchase two portable Promethean Boards to support the blended technology initiative for 2015-2016. The School Advisory Council has a budget of $20,550.74 for the 2015-2016 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kidder, Barbara	Principal
DiTucci, Lillian	Assistant Principal
Fischer, Jocelyn	Instructional Coach
Demaris, Chrissy	Teacher, K-12
Graff, Sue	Teacher, K-12
Hess, Shannon	Teacher, K-12
Kruck, Jen	Teacher, K-12
Langdon, Jessica	Teacher, K-12
Leonard, Jennifer	Teacher, K-12
Pease, Shannon	Teacher, K-12
Sessa, Brittany	Teacher, K-12
McAfee, Sonya	SAC Member
Todd, Tom	Teacher, K-12
Yungmann, Jason	Teacher, K-12
Seitz, Bethany	Teacher, K-12
Darmstadt, Loretta	Teacher, K-12
Healy, Chris	Assistant Principal
Ollivent, Amy	Teacher, K-12
Montgomer, Marjorie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Explorer K-8 Literacy Leadership Team meets monthly to review relevant data such as FSA scores, iReady, FAIR-FS assessments, placement tests, writing assessments, Lexile scores, and fluency scores to determine literacy goals for the school. The Literacy Leadership team analyzes the data to determine creative and motivational ways to increase the literacy levels of each learner. The Literacy Leadership members represent their grade level teams or departments and communicate recommendations for professional development as they relate to literacy and student needs. The Literacy Leadership Team will organize and implement approved literacy activities as a means to motivate and reward students. The Literacy Leadership Team also reviews the latest reading research and published articles to determine implementation at the school level to positively affect literacy outcomes.

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

Explorer K-8 utilizes many strategies which promote a positive work environment for the staff. These strategies apply to all grade levels and include: Sunny Side Up Committee, Relay for Life team, Attendance committee, walk-through recognitions from administration "Roaring to Excellence", Teacher of the Week recognition, general recognition award, Literacy Leadership, team meetings, data chats, mentoring program, school- wide share drive, Professional Learning Communities (PLC), Positive Behavior Support (PBS) teams, Multi-tiered System of Support (MTSS) team, School Based Leadership team (SBLT), Instructional Practices Coaches (IPC), membership of the Parent, Teacher, Student Association (PTSA), recognition of parent engagements, and we receive multiple benefits of being a Title I school. These strategies will be discussed in detail below.

Sunny Side Up Committee: This committee is dedicated to supporting the staff as a positive presence on campus. The committee is responsible for 2 picnics a year which are open to all staff members. The committee is also responsible for commemorating milestones in staff's lives – births, weddings, and deaths. All staff members are encouraged and invited to join.

Relay for Life Team: This team was created to participate in the annual Relay for Life event held in Hernando County each spring. The team is responsible for fundraising, creating camp decorations, and at least one member of the team is on the track for the 24 hours that the event runs. All staff members are encouraged and invited to join.

Attendance Committee: The Attendance Committee is responsible for developing strategies to increase attendance at Explorer K-8. This committee also plans out monthly rewards for those students who have perfect attendance for that month. All staff members are encouraged and invited to join.

Model Classroom Recognitions: During walk-through observations, administration will make note of best practices being observed on this form. These forms are displayed in the front office for all staff members to see. Weekly, the forms will be used as a drawing for a reward for a teacher for being Teacher of the Week.

General recognitions: Staff members may nominate/thank other staff on this form. These recognitions are read to entire staff at monthly breakfast celebrations.

Organizing to Lead: "Cat Herders" is a site-based team, which represents all staff and is designed to problem solve school-wide issues and concerns.

Literacy Leadership: Staff members and parents are invited to join this committee, which promotes all aspects of literacy. This committee plans activities for Literacy Week and Read Across America. This group also sponsors a monthly writing activity and rewards a winning student from each grade level.

Team Meetings: Staff members will meet with their grade level peers (elementary level), and department peers (middle school level) in a team meeting every 7 days. All team leaders (elementary and middle) meet once a month with administration, elementary team leaders meet once an month and middle team leaders meet once a month. These meetings allow for administration to share information from the district office, and staff will discuss any concerns and voice questions. These meetings also allow staff to share best practices and materials found, help each other problem solve and build a collaborative culture.

Data Chats: Teachers meet with their team/department with administration and Instructional Practices Coaches to discuss the most current data for the students they serve. These teacher led discussions are an opportunity for teachers to discuss the assessments that their students have recently completed and any barriers that were found from those assessments. Teachers are able to then discuss plans to help those students who will need remediation based on their performance. These meetings are also an opportunity for teachers to begin the MTSS process by discussing their students who they feel need to progress from Tier 1 instruction to receiving Tier 2 interventions (or if receiving Tier 2 and need to progress to Tier 3).

Mentor Program: Clinical Educator trained staff are paired with new teachers to serve as a mentor. Mentors and mentees meet to discuss any issues/concerns/questions at least once a month. This program allows veteran teachers to assist new teachers in learning the culture of the campus and answer questions that the mentee may be too embarrassed to ask administration.

Campus-Wide 'Share Drive': All staff members have access to a share drive on the school's server. Grade levels and departments share lessons, assessments and other resources with each other in this forum. Teachers are able to also access lesson ideas from other grade levels for students who may require enrichment or remediation.

Professional Learning Communities: PLCs are provided to all staff members throughout the year on a number of topics. Topics are chosen based on the needs of the staff in relation to the School Improvement Plan. PLC's are site based, led by school and district staff.

Instructional Practices Coaches: Explorer K-8 has five IPCs for the 2015-2016 school year. Each of the coaches is focusing on specific areas of instruction (reading, writing, science, technology and differentiated instruction), but all are available to assist teachers in any area of need. IPCs provide trainings (mainly in the form of PLCs), model lessons, assist teachers in development of lessons, help acquire materials needed by teachers, assist administration in mentoring teachers, act as contact person between the district and teachers, and work with the Title I facilitator and administration.

Positive Behavior Support: Explorer K-8 currently implements this program which addresses problem behavior within a Response to Intervention (RtI) framework. This program builds an environment where positive behavior is recognized and rewarded and problem behavior is addressed in a meaningful way through the use of interventions and a tiered system of leveled support. The focus on positive behaviors allows teachers to build a classroom environment where less time is spent on problem behaviors, taking away from instructional time. The school wide system allows for students to know expected behaviors at all times, which also minimizes problem behaviors.

Multi-tiered System of Support - Formally known as Response to Intervention (RtI), MTSS is used in both academic and behavioral settings at Explorer K-8. This system is used to develop an individualized plan for students who are demonstrating a need for additional support. The MTSS team consists of teachers, administration, and ESE personnel. Interventions are chosen based on the student's data. Interventions are re-visited after a determined amount of time to determine if they are being effective. This system allows teachers to ensure that their students are receiving the additional support necessary to be successful.

Parent Teacher Student Association- Explorer K-8 is member of the PTSA, our staff includes the President of the county chapter and the state level secretary. Our school based group has membership including staff, community members and students. This group donates money to classrooms, sponsors staff events, sponsors events for students, works alongside Title I to provide supplies for families.

Title I - Explorer K-8 qualifies for the Title I program with a population of 73% of students who qualify for free or reduced lunch. Title I funding is being used currently to fund the following staff positions: five Instructional Practices Coaches, one resource teacher, two SuccessMaker lab supervisors, and Title I Facilitator. The funding also provides materials for parent workshops, a parent resource center, extended day tutoring, site wide access to SuccessMaker, and has recently added 35 Promethean boards in Phase 2 and now have a total of 70 interactive whiteboards, and two interactive tables.

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

Explorer K-8 is a Title I school, therefore all teachers MUST be highly qualified in order to obtain employment on our campus. All teachers new to our school are given a "Welcome to Our School" training and problem solving session before school begins as support staff is introduced and school-wide expectations and programs are explained. A mentoring program is provided for all probationary contract teachers. The teachers chosen to be mentors have successfully completed the state level Clinical Educator Training and have volunteered to take on a mentee. This program allows new staff members to have a 'go-to' person with questions they may not feel comfortable asking their team leader or administration. Developing professional relationships helps retain these highly qualified teachers as well.

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

Explorer K-8's mentoring program requires that all probationary contract teachers employed on our campus are assigned a highly qualified mentor who has successfully completed the Clinical Educator's Training. These probationary teachers are matched to CET trained educators who teach either at their grade level or one grade level above or below. In middle school, mentees are matched to mentors who are experienced in their department's instruction, and ESE teachers are matched to ESE certified instructors who most closely match the needs of the mentee as based on a needs analysis. The mentors are required to meet with their mentees at least once a week, complete a needs analysis on their mentee, and observe them during instructional time at least 30 minutes per semester. Mentors and mentees meet as a group on the first Tuesday of each month to collaborate, problem-solve, and provide support. The mentees are provided with opportunities to research the Four Domains of the Charlotte Danielson model, and present to the group suggested artifacts to build their portfolios.

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

Explorer K-8 is a school-wide Title I school and is required to comply with all audited components of ESEA-NCLB in order to receive its allocation for federal funding from the LEA. The first method of documentation of compliance is through the School Improvement Plan/School-wide Plan (SIP/SWP). The second documentation is a through a well-organized Title I audit file. The NCLB has identified Ten Components which must be integrated into the SIP/SWP in order for the plan to be in compliance. Explorer K-8 completed the comprehensive needs assessment (CNA) for the entire school based on data associated with district progress monitoring tools such as FAIR, SAM, and SuccessMaker. Using this data the school determined the effectiveness methods and instructional strategies needed to strengthen the core instructional programs aligned to Florida's standards. Title I funds are used to support the core instructional programs by providing additional supplemental materials in the classroom. Explorer K-8 also increases the amount and quality of learning by providing additional classroom resources or extended learning programs.
Explorer K-8 administration and SBLT ensure our core instructional programs and materials are aligned to Florida's standards by hiring highly qualified teachers who develop lesson plans which are standards based. The teachers will use the Florida Standards based lesson plans in CPalms and the district's curriculum maps to implement the Florida's standards in their teaching. Explorer K-8 administration will conduct walk-throughs to observe the lessons being taught and provide feedback using the Danielson Framework for Effective Teaching.

Instructional Strategies

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

The Explorer K-8 MTSS team meets with all core curriculum teachers on a monthly basis to disaggregate student data to determine areas of weaknesses in the curriculum. Teachers are required in grades K-5 to track their students' individual data and remediate using resources found on the school's research based supplemental resources map and Pearson SuccessMaker software for Tier 2 and 3 materials. Administration use walk-through documentation to ensure effective strategies are being utilized in the classrooms. Performance Matters data will be analyzed to determine levels of student growth and progress. In the Middle School, remediation is being delivered by core teachers in Math and Reading during a designated intensive class period. These students are also utilizing the Middle School SuccessMaker lab for additional differentiation on specific skill deficits.

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: 1,800

Explorer K-8 is a school-wide Title I program. During the Comprehensive Needs Assessment (CNA), it was determined that there is a need for increasing the amount of time for instruction in reading, math, writing and science for a selected targeted student population. Using criteria formulated by the MTSS's RtI process, students will be invited to attend the Title I Extended Learning tutoring program. This process will ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement receive effective, and timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide significant information which to base effective assistance.

Strategy Rationale

Students in grades 3-5 will come after school for 75 minutes on Tuesdays and Thursdays for up to 1,800 minutes to receive additional instruction in reading (with incorporated content specific science and social studies) and math, using the SuccessMaker program and small group instruction.with a highly qualified teacher. Students who are in the lowest 25% in each grade level will be invited to attend. Middle school students (grades 6-8) will be invited to utilize the SuccessMaker program before school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pinder, Rachelle, pinder_r2@hcsb.k12.fl.us

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

Students data will be monitored by the tutors (highly qualified teachers) using pre/post test data. All students will be utilizing the Pearson SuccessMaker program, and reports will be run to show individual growth in either reading or math. The Title I lab managers will provide the MTSS team reports to help monitor the progress of students and allow the students' classroom teachers to use the data for RtI monitoring. At the end of the Extended Learning program, the Title I Facilitator will disaggregate the student performance data and complete the LEA data analysis report.

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

Pre-Kindergarten to Kindergarten: Explorer K-8 holds a "Kindergarten Round-Up" event in the spring, which parents are invited to so they can register their child(ren) for Kindergarten. Parents will also be able to meet the kindergarten teachers, join the PTSA or SAC, find out about the Title I program, FDLRS and the public library, and will receive a packet of introductory work to use with their child over the summer. Teachers will administer a preliminary assessment to the students to establish a

base line of data.

Elementary to Middle School: Fifth grade students transitioning to middle school are given the opportunity to 'shadow' a middle school student for a day. The students are also introduced to the different electives that they are able to sign up for through a presentation by the elective teachers and students who are currently enrolled in the electives. Fifth grade students are also able to join a chorus club or band club to begin developing skills that they will use when enrolled in the electives the next school year.

Middle to High School: Middle school students transitioning to high school are given the opportunity to visit Pasco-Hernando State College for a day to learn about what they will need to start working on to be prepared for college entrance by the end of their high school career. The students learn about the academic and financial expectations that entering college will bring. The day long trip allows the students to ask any questions they may have and discuss any concerns with the staff members of the college. By exposing the students to this information before entering high school, it allows the students and their families to begin an academic and financial plan before it is too late.

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

Explorer K-8 offers through the Hernando E-School, an opportunity for the grades 4-8 students to earn an industry-certification in Microsoft Word. Additionally, students may participate in the CAPE Digital Program and earn industry-certification.

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

Explorer K-8 offers multiple academic courses which students can enroll in which will assist them in their high school courses leading towards their future careers. These courses include courses in the arts (band and chorus), foreign language (Spanish), and technology. Courses on higher levels are also available through the e-school program that is offered through the county. Students can also enroll in courses available through Florida Virtual School.

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:

- .

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 we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by 80% of Explorer K-8 teachers earning an effective or above rating according to teacher evaluation and VAM scores.

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 we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by 80% of Explorer K-8 teachers earning an effective or above rating according to teacher evaluation and VAM scores. 1a

🔑 G072964

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- Instructional Practices Coaches

- Support personnel

- Supplemental materials

- Professional Learning Communities

- Edivation

- Cpalms

- Administrators

- Problem Solving Teams for Elementary and Middle School

- District Reading, Science and Math Coaches

- Curriculum Maps

Targeted Barriers to Achieving the Goal 3

- The school community does not have a systems approach to student assessment and performance data.

- There is inconsistent instructional practice in regard to standards based instruction.

Plan to Monitor Progress Toward G1. 8

The data collected through the digital data collection tool will show occurrences of best practices in classrooms as indicated on the Model Classroom wheel. Administrators will also share walkthrough data to SBLT indicating % of teachers who are demonstrating effective or highly effective components within Charlotte Danielson Domains 2&3 of classroom instruction.

Person Responsible
Rachelle Pinder

Schedule
Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion
The digital data collection tool provides graphs indicating frequency of best practices occurring on campus. Instructional Practices Coaches will compile this data monthly and report to Title I Facilitator, Rachelle Pinder. Administrators will report walkthrough data tendencies to Rachelle Pinder so that instructional practices coaches can effectively deliver assistance.

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 we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by 80% of Explorer K-8 teachers earning an effective or above rating according to teacher evaluation and VAM scores. `1`

🔍 G072964

G1.B1 The school community does not have a systems approach to student assessment and performance data. `2`

🔍 B190508

G1.B1.S1 Develop a system of data disaggregation and discussion that is strategic, focused on instruction, and inclusive of other teachers, administration and instructional practices coaches. `4`

🔍 S201935

Strategy Rationale

If teachers were to meet in grade level teams and departments with common assessment data, teachers will be able to use the assessment to determine gaps in instruction, reteach, and move students toward mastery.

Action Step 1 `5`

Incorporate IPCs, team leaders and department chairs to facilitate weekly data chats that are focused on improving student performance.

Person Responsible

Barbara Kidder

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Weekly Meeting Agendas & Minutes, Sign in sheets

Action Step 2 `5`

Provide professional development as needed regarding the targeted use of student data reports through SuccessMaker, iReady, FAIR, and Performance Matters in order to better equip teachers to meet students' differentiated needs, therefore increasing student engagement.

Person Responsible

Roxanne Witt

Schedule

Monthly, from 8/20/2015 to 5/24/2016

Evidence of Completion

ERO attendance, presentation materials

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

Collection of Weekly Data Chat Summaries

Person Responsible

Jocelyn Fischer

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Agendas, minutes, and data wall updates

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

Data Collection Tool results

Person Responsible

Jocelyn Fischer

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data collection graphs and coaching notes based on data results

G1.B2 There is inconsistent instructional practice in regard to standards based instruction. `2`

G1.B2.S1 Develop a walk through tool to check for the application and implementation of Professional Development initiatives. `4`

Strategy Rationale

Instructional Practices Coaches and instructional staff will be better informed on how to direct their work within the coaching cycle.

Action Step 1 `5`

Develop a Data Collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.

Person Responsible

Jocelyn Fischer

Schedule

Quarterly, from 9/3/2015 to 4/30/2016

Evidence of Completion

Data collection tool graphs will be collected and compiled to determine areas of instructional practice that are increasing in effectiveness and areas of need for professional development.

Action Step 2 `5`

Quarterly Professional Development which addresses the 8 areas of best practices noted on the District's Model Classroom Best Practices Wheel.
Quarter one: Blended technology and Increased Instruction Rigor.
Quarter two: Writing Across Curriculum and Formative Assessment development.
Quarter three: Differentiated Instruction and Student Collaboration.
Quarter four: Vertical Planning for standard's based instruction.

Person Responsible

Lillian DiTucci

Schedule

Quarterly, from 9/21/2015 to 5/13/2016

Evidence of Completion

Sign in sheets, ERO registrations, agendas, minutes, instructional tools, walkthroughs

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	Incorporate IPCs, team leaders and department chairs to facilitate weekly data chats that are focused on improving student performance.	Kidder, Barbara	9/1/2015	Weekly Meeting Agendas & Minutes, Sign in sheets	5/31/2016 weekly
G1.B2.S1.A1	Develop a Data Collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.	Fischer, Jocelyn	9/3/2015	Data collection tool graphs will be collected and compiled to determine areas of instructional practice that are increasing in effectiveness and areas of need for professional development.	4/30/2016 quarterly
G1.B1.S1.A2	Provide professional development as needed regarding the targeted use of student data reports through SuccessMaker, iReady, FAIR, and Performance Matters in order to better equip teachers to meet students' differentiated needs, therefore increasing student engagement.	Witt, Roxanne	8/20/2015	ERO attendance, presentation materials	5/24/2016 monthly
G1.B2.S1.A2	Quarterly Professional Development which addresses the 8 areas of best practices noted on the District's Model Classroom Best Practices Wheel. Quarter one: Blended technology and Increased Instruction Rigor. Quarter two: Writing Across Curriculum and Formative Assessment development. Quarter three: Differentiated Instruction and Student Collaboration. Quarter four: Vertical Planning for standard's based instruction.	DiTucci, Lillian	9/21/2015	Sign in sheets, ERO registrations, agendas, minutes, instructional tools, walkthroughs	5/13/2016 quarterly
G1.MA1	The data collected through the digital data collection tool will show occurrences of best practices in classrooms as indicated on the Model Classroom wheel. Administrators will also share walkthrough data to SBLT indicating % of teachers who are demonstrating effective or highly effective components within Charlotte Danielson Domains 2&3 of classroom instruction.	Pinder, Rachelle	8/24/2015	The digital data collection tool provides graphs indicating frequency of best practices occurring on campus. Instructional Practices Coaches will compile this data monthly and report to Title I Facilitator, Rachelle Pinder. Administrators will report walkthrough data tendencies to Rachelle Pinder so that instructional practices coaches can effectively deliver assistance.	5/31/2016 monthly
G1.B1.S1.MA1	Data Collection Tool results	Fischer, Jocelyn	10/1/2015	Data collection graphs and coaching notes based on data results	5/27/2016 monthly
G1.B1.S1.MA1	Collection of Weekly Data Chat Summaries	Fischer, Jocelyn	9/1/2015	Agendas, minutes, and data wall updates	6/1/2016 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.

G1. If we develop a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement will increase as indicated by 80% of Explorer K-8 teachers earning an effective or above rating according to teacher evaluation and VAM scores.

G1.B1 The school community does not have a systems approach to student assessment and performance data.

G1.B1.S1 Develop a system of data disaggregation and discussion that is strategic, focused on instruction, and inclusive of other teachers, administration and instructional practices coaches.

PD Opportunity 1

Incorporate IPCs, team leaders and department chairs to facilitate weekly data chats that are focused on improving student performance.

Facilitator

Barbara Kidder, Lillian DiTucci, Christopher Healy

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 5/31/2016

PD Opportunity 2

Provide professional development as needed regarding the targeted use of student data reports through SuccessMaker, iReady, FAIR, and Performance Matters in order to better equip teachers to meet students' differentiated needs, therefore increasing student engagement.

Facilitator

Roxanne Witt

Participants

Instructional Staff

Schedule

Monthly, from 8/20/2015 to 5/24/2016

G1.B2 There is inconsistent instructional practice in regard to standards based instruction.

G1.B2.S1 Develop a walk through tool to check for the application and implementation of Professional Development initiatives.

PD Opportunity 1

Quarterly Professional Development which addresses the 8 areas of best practices noted on the District's Model Classroom Best Practices Wheel. Quarter one: Blended technology and Increased Instruction Rigor. Quarter two: Writing Across Curriculum and Formative Assessment development. Quarter three: Differentiated Instruction and Student Collaboration. Quarter four: Vertical Planning for standard's based instruction.

Facilitator

Jocelyn Fischer

Participants

Instructional Staff

Schedule

Quarterly, from 9/21/2015 to 5/13/2016

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	Incorporate IPCs, team leaders and department chairs to facilitate weekly data chats that are focused on improving student performance.				$455,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	0381 - Explorer K 8	Title I Part A		$455,000.00
			Notes: Notes EK8 Title I has hired 7 Instructional Practice Coaches to facilitate IPCs for teacher Professional Development during PLCs.			
2	G1.B1.S1.A2	Provide professional development as needed regarding the targeted use of student data reports through SuccessMaker, iReady, FAIR, and Performance Matters in order to better equip teachers to meet students' differentiated needs, therefore increasing student engagement.				$0.00
3	G1.B2.S1.A1	Develop a Data Collection tool that is fluid and adjusts as teachers meet goals and move on to the next areas of need in instructional practice.				$0.00
4	G1.B2.S1.A2	Quarterly Professional Development which addresses the 8 areas of best practices noted on the District's Model Classroom Best Practices Wheel. Quarter one: Blended technology and Increased Instruction Rigor. Quarter two: Writing Across Curriculum and Formative Assessment development. Quarter three: Differentiated Instruction and Student Collaboration. Quarter four: Vertical Planning for standard's based instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0381 - Explorer K 8			$0.00
			Notes: Notes			
	6400	140-Substitute Teachers	0381 - Explorer K 8	Title I Part A		$0.00
			Notes: EK8 is hiring substitutes for teachers to attend full day Professional Development trainings during the PLCs four times a year.			
					Total:	$455,000.00